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A Study of the Methods of Teaching American History in the Catholic Girls' High Schools in Chicago

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By

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CHAPTER I

The Problem

The character of this study is indicated by the title: A Study of the Methods of Teaching American History in the Catholic Girls High Schools of Chicago. It was undertaken for the express purpose of determining in how far the methods of teaching American history in the schools in question have apparently been determined by a desire to provide for the ethical, social, and aesthetic needs of the high-school pupil.

Generally speaking, method is a regular arrangement of things or the manner in which a thing is done. Trow says: "A method is a way of reaching a given end by a series of acts that tend to secure it. It is an orderly procedure or process" (63:7). Judd becomes more specific when he says: "The special term which is applied in educational writings to the organization of material for class instruction is the term 'method' or 'method of teaching'" (31:229). Thorndike defines it by saying: "By a method in education is meant the way in which a teacher puts educative agents and means to work upon human nature so as to produce some desired result" (62:168). The manner, then, in which American history is taught to high school pupils is the method of American history.

The subject, American history, is in both the grade and the high school curricula. The writer, however, is interested at present only in the high schools. These schools,

within the city limits of Chicago, are under the jurisdiction of the Roman Catholic Sisterhoods, who provide education for Girls only.

The New World Review for 1930 lists twenty-three high schools for girls within the city.(46:65). These include:

1. St. Louis Academy - 11715 S. State Street (Sisters of Congregation of Notre Dame)
2. Academy of Our Lady - 95th St., and Th p Ave. (Sisters of Notre Dame)
3. Mercy High School - 8100 Prairie Ave. (Sisters of Mercy)
4. Saint Casimer Academy - 2601 W. Marquette Rd. (Sisters of St. Casimer)
5. Aquinas High School - 2100 E. 72nd St. (Dominican Sisters - Adrian, Mich.)
6. Loretto Academy - 1445 E. 65th St. (Ladies of Loretto)
7. Loretto High School - 6541 Stewart Ave. (Ladies of Loretto)
8. Saint Thomas Apostle - 5050 Woodlawn Ave. (Sisters of 3rd Order of St. Dominic)
9. Visitation High - 55th and Garfield Blvd. (Sisters of 3rd Order of St. Dominic)
10. St. Xavier Academy - 4928 Cottage Grove (Sisters of Mercy)
11. St. Elizabeth High - 4100 S. Michigan (Sisters of Mercy)
12. St. Patrick High - 722 W. Adams St. (Daughters of Charity)
13. Holy Family High - 1444 W. Division (Holy Family of Nazareth)
14. St. Mary's High School - 1031 Cypress St. (Sisters of Charity B.V.M.)

15. Josephuim High - 1515 N. Oakley (Sisters of Charity B.V.M.)

16. St. Michael High - 1648 Hudson Ave. (Sisters of Notre Dame)

17. Providence High - 119 S. Central Pk. (Sisters of Providence)

18. St. Catherine High - 5618 Washington Blvd. (Sisters of Mercy)

19. Good Counsel High - 3800 Peterson Ave. (Felician Sisters)

20. Alvernia High - 3901 N. Ridgeway Ave. (School Sisters of St. Francis)

21. Immaculata High - 640 Irving Pk. (Sisters of Charity B.V.M.)

22. Convent of Sacred Heart - 6250 Sheridan (Religious of Sacred Heart)

23. St. Scholastica - 7415 Ridge Blvd. (Benedictine Sisters)

With a few exceptions all schools were visited and the American history classes observed. In the case of the same order teaching in more than one school the writer did not visit more than one. However, when the schools were under the same religious order, but when lay teachers were conducting American history classes, all schools of the same order were visited. Saint Casimir Academy is not offering American history this year because the fourth year have already had the subject during their third year. This year, Illinois requires American history to be taught only in the fourth year. Upon inquiry at the Convent of the Sacred Heart, the writer learned that under no circumstances are visitors allowed in their classes. St.

Patrick's High School is not offering American history this year. With these exceptions all the Catholic girls' high schools in Chicago were visited.

The writer is interested in noting in how far the methods used in teaching American history in these schools provide for the needs of the high-school pupil. After scanning the literature in the field, the writer listed these needs under three headings:

1- Ethical, that is, direction toward right ideals.

2- Social, that is, the development of patriotism and a sense of life and a vital participation therein.

3- Aesthetic, that is, an appreciation of the beautiful, a shaping toward the wrothy use of leisure.

Questions that arose from a consideration of these needs were:

1. Does the method used lead the pupil to interpret American history in terms of American citizenship?

2. Does the method used teach the pupil citizenship in terms of leadership and able support of leaders?

3. Does the method used assist the pupil to become an intelligent, understanding person in terms of changing conditions?

4. Does the method used lead the pupil to appreciate history as literature in terms of worthy use of leisure?

5. Does the method used teach the pupil facts in terms of useful knowledge?

6. Does the method used teach the pupil community life in terms of domestic conditions?

7. Does the method used teach the pupil balanced judgment in terms of intellectual honesty?

8. In general, does the method teach intellectual enlightenment and provide a moral stimulus?

This information was obtained by visiting the American history classes in the Catholic girls' high schools of Chicago and observing the method used. Particular note was taken as to the formal or informal application of the teacher's method to the pupils needs. A study of the examination questions helped determine in how far the method met the purpose of the course. By a survey of the literature, such as books, magazine articles, lectures, and reports, on the methods of teaching history, a study was made of the various methods used in these schools.

In order to become acquainted with the type of school visited, the writer interviewed the principal. In this way, information concerning the departments of the school, such as Academic, Commercial, Home Economics, was obtained. The writer received valuable aid to the evaluation through these data: number of years the school has been in existence, number of pupils enrolled, number of lay teachers, if any, and the requirements of each department in the curriculum.

A chapter will be devoted to a study of the characteristics of the high-school pupil before a survey is made of the field of objectives in history. The theory of methods in his-

tory will be developed in Chapter IV. Chapter V will include the methods as found in use in the Catholis Girls High Schools, in Chicago.

CHAPTER II

Adolescent Tendencies

This study is concerned with the high-school, or adolescent pupil. It is necessary therefore, to become acquainted with that child before determining how he shall be taught. According to Inglis "adolescence (from the Latin Adolescere - to grow up, to mature) is the term applied to that stage of development of boys and girls between the approximate ages of twelve and twenty, when the procreative powers are developing" (27: 19). It is the period of preparation for manhood and womanhood, marked by mental as well as physical growth. During this period there is a distinct growth in heighth and weight. Girls tend to be superior in growth to boys between the ages of thirteen and sixteen. About the end of the seventeenth year the girl has reached her greatest development and from that year on boys exceed the girls in growth. Boys continue to develop until the age of twenty-five, but their development and growth is spasmodic; sometimes it is rapid and again it is very slow. There is a marked growth of bones and development of muscles during this period.

When the pupil reaches high school there is apt to be a general mental restlessness. Closely connected with this mental restlessness is the desire to lead. The pupil has a high opinion of his ability and achievements. He believes he

can accomplish anything, and the things that he does undertake he magnifies. Everything that the adolescent wants to do must be done immediately - he is impulsive and impatient. There is an element of self-assertiveness there. Pringle believes that "variations in human nature are wide and continuous at all times, but it is especially during adolescence that individuality develops" (53:10). If properly guided, this individuality should develop into a personality which is capable of success. He has plans which he intends to carry out, and the teacher must realize she cannot check these directly. The child shows a spirit of independence in his thinking, his ideals, and dress. It is therefore necessary that his ideals be encouraged and directed into the right channels rather than abruptly changed.

Day dreaming gives rise to ideals. The youth forgets his surroundings, and his thoughts carry him into new worlds. Always in his thoughts his ambitions are realized. But no matter how far his imagination carries him, the normal adolescent will always return to reality. Because this is such an impressionable period the imagination may be made use of in presenting intellectual problems. There is a craving to explore new fields, to investigate situations, and to question facts. Hence the power to organize knowledge may be developed during this period. The child has his own interests and he is eager and enthusiastic to participate in the development of these things. He has reached the stage where he realizes that a knowledge of certain things is necessary for him to make a success

of his life. Because he feels his importance as a member of a group, he has a keen interest in the welfare of that group, and if properly directed will use the knowledge he obtains to help benefit that group. If he discovers that he is especially gifted in a certain art, he will strive after its perfection.

During the adolescent period the child's aggressive or retiring nature determines his attitude toward those with whom he comes in contact. He will follow the footsteps of those whom he considers leaders. However, if friendships are formed quickly during this period, they are broken just as quickly. During the early years there is a tendency to belong to large groups. After the sixteenth year the child usually has one or two particular pals with whom he chums. His recreation hours are spent with these few, and it is necessary that the child be indirectly guided in the selection of these playmates. The spirit of play, does not have to be encouraged, for the desire is spontaneous. The child at this age likes to show his ability, so if sports which call for strength and skill can be encouraged, a healthy child will result. Sports and games should be suggested whenever the occasion arises in order to curb the tendency toward anger which is prevalent at this age. It usually arises from jealousy, sarcasm, and misunderstanding of petty things. It should be guided so as to develop a broadminded child. However, there are times when controlled anger may be justified. Vices, sin, and wickedness are sufficient grounds for indignation, but it must be directed and trained so as not

to cloud reason.

A thorough understanding of these various characteristics of the child is necessary if the teacher is to deal intelligently with the adolescent. There is the child who demands public attention and next to him is the child who desires to escape the limelight; there is the child who is extremely stubborn and the one who is unusually meek; there is the outspoken, frank child and the reticent one. All of the desires and impulses warring within the child must be known by the person whose duty it is to develop good boys and girls. Nutt believes that, unless the teacher has faith in the behavior of youth and patience in the development of the child, she is out of place in the secondary school.(48:61).

The school, whose duty it is to assist in the training of individuals for a social unit, must be aware of the fundamental needs of that social being. These needs resolve themselves into ethical, social, and aesthetic. An attitude of the child during the adolescent period is the exploration of new fields. Hence certain acts that may be termed anti-social, such as outbursts of anger, truance, invasion of orchards, etc., are considered as adventures by the children. Pringle lists as causes of these the adolescent characteristics of "new love of freedom and independence, reaction against authority of any kind, a new feeling for nature resulting in a strong desire to be out-of-doors, the strange attraction of lake and stream, a yearning for different surroundings resulting in impatience

with familiar things and habitual duties and the monotony of routine, a moody love of solitude, the vague charm of somewhere-else, the calls of a developing motor-sense that make travel of any kind peculiarly seductive, and the mere spirit of adventure so common at this period" (52:103). As has been stated, the child has ideals in accordance with his social station in life. Just because he fails in one thing is no cause for impatience on the part of the teacher. The ideals which he has need to be encouraged and aided in their development, so that they will endure through life. The child is going through a complete change of being; he is maturing morally through struggle. It is the duty of the teacher to provide for the right use of his impulses and enthusiasm in the development of a strong character. According to Turner, "It is the business of educational forces to generate sufficiently strong ideals and prejudices in the young to safeguard their after life and consequently insure protection of the group as a whole" (65:28).

During the adolescent period the child develops a social sense. He realizes the joy of friendships and seeks opportunities of being with others. There is a craving for the companionship of those outside his own family. Usually at this stage the child believes his elders are old-fashioned and do not understand his problems, and so seeks the company of people his own age. It is fortunate if the adolescent can be guided to those boys and girls who are right-minded. By means of wholesome environment at this point his whole life can be developed

along the right lines. In connection with this social realization an attitude of sympathy arises. There is an understanding of, and response to, the feelings of others. This is a good thing, but the instinct needs guidance so that it will not degenerate into sentimentalism, or die out because of lack of exercise. In order to keep this instinct within reason moral training is necessary. The child should be guided in such a way that truthfulness and sincerety become a part of sympathy. Turner says: "Altruistic feelings are the by-product of contributary acts that are willingly exerted for the welfare of others, without any thought of personal gain" (65:25).

The child, during the adolescent period, is interested in vocational things. If the child intends following a particular thing he seeks classes and books which will help him master it. During leisure periods the child reads stories and adventures that appeal to his particular interest. Freedom is necessary to develop initiative and self-confidence, but it is necessary also to guide the pupil along the right lines. In developing self-reliance, leadership, and force of personality, unselfish and social motives of conduct should not be lost sight of. An individual developed along one line does not achieve the heights that one of many interests does. A child must not know one thing and disregard all others. He must be trained to understand various aspects of knowledge. In short, he must be cultured. Turner explains culture as now interpreted to mean "more than ability to 'understand' and 'appre-

ciate,' it means the skill and disposition to do, as well, - the power to react intelligently in response to stimuli" (65: 32). The teacher, by proper guidance of the individual's interests, may develop a well-rounded knowledge.

CHAPTER III

Objectives in History

Before making a study of any particular method or methods of teaching, it is necessary to consider the specific objectives which one is trying to attain. Snedden believes that, "unfortunately there are extant today very influential theories of education, some of which expecially affect the social studies, which expend endless analysis upon methods and in which purposes are left vague, ambiguous, hanging in the thin air of easy generalizations" (58:448). One should consider then the objectives of history in order to obtain a clear understanding of just what the study is. By an objective is meant the purpose, the thing to be attained, the goal to be reached. The objectives are numerous. However, upon surveying the literature available, the writer found that they might all be listed within Klapper's three groups: "(1) Utilitarian or Practical Aim; (2) The Intellectual Aims; and (3) The Spiritual Aims" (33:25).

If the correct objectives and values are understood and set up by the history teacher, the practical purpose of the history course will be reached. One of the outstanding aims is the intelligent understanding of ordinary daily reading. Through the study of history, the information obtained becomes helpful. There are certain dates, names, personages, and events,

which all citizens must know. By learning the record of the past these more important facts become familiar to the pupil. Dawson says: "One reason for considering information a legitimate end, is that natural curiosity deserves respect when it looks toward matters of vital importance to all thinking beings..... A second reason....is its value in the advancement of thought, reason, and intelligent action. If we concede that our young people are to learn to think, to reason, and to embark upon rational enterprises, their intelligence must be developed and they must be inspired with faith in the future" (18:256). Dates aid the pupil in understanding human development chronologically; geographical locations will enable the pupil to visualize the places. History should develop a knowledge of social, political and economical conditions that will enable one to engage intelligently in the life and activities of the community, and will provide a proper use of one's leisure time. In short, history provides the child with information which will make him an intelligent citizen. "On the side of information, history is supposed to furnish the kind of knowledge that makes for good citizenship and patriotism" (53:241).

However, before a child can learn the facts of history he must know how to find them. It is, therefore, one of the first purposes of history to present a technique. "The student learns how to work; he collects information, records it, analyzes his record, draws inferences from it, studies these inferences, projects possible improvements, and makes generaliza-

tions looking to progress" (18:255). History, if taught correctly, instructs the pupil in the intelligent use of facts found on the printed page. The child may learn to organize these facts and to formulate judgments from them. "One of the oldest aims of history instruction has been the teaching of facts, an aim which among scholars dates back through the encyclopedic period of the natural sciences to the scholasticism of the middle ages" (6:360). From these facts children may be guided toward generalizations. However, the teacher must stress the differentiation between principle (evidence accepted as convincing), theory (truth which is probable but not yet accepted) and hypothesis (a theory which is to be proved).

Following the developing of the art of study "an appropriate objective of history teaching is the development of a liking for historical reading " (42:188). The facts themselves are rich in content. There are stories of love, adventure, comedy, tragedy in history which serve to motivate a child's reading. If thoroughly vitalized, history will impel the pupil to go further into account of historical events. If new interests are aroused in historical fiction, drama, and biography he will be guided to current events and thus topics of every-day politics and public life. Arousing new interests in the child through history by developing historical tastes in reading "purposes to achieve in the student a series of understandings of the larger significant movements in human history which go far to explain the society in which he lives, and which develop in

him a reasoning attitude toward the social world of today, in the place of an attitude of passive acceptance" (42:189). A desirable outcome of the study of history would be the awakening of interests whose satisfaction will engross considerable leisure time during high school age and thereafter. Corinne Forsee suggests: "Give the child leisure work that he wants to do, based on his class work, so that there is a carry-over from leisure to the classroom, as well as from the schoolroom to leisure" (12:402). Going further, she suggests the intelligent use of maps - plain as well as colored - free use of the bulletin board, and the "clipping habit." Events of importance found in papers and periodicals lend interest to the classroom and afford the pupil an incentive to read.

A good teacher will realize that the content of the history course will soon be forgotten. It is necessary, therefore, to teach the pupil historical information so that he will learn to use his mind. If this objective is reached, even though the content is long since forgotten, the development of mental faculties remains permanent. In history, the child is constantly in connection with the past. He sees the various attitudes toward life, the various modes of living; all are changing as the ages pass before his view. His imagination is active; he is capable of building new worlds, of entering new lives; therefore it is the instructor's duty to make products of his imagination really live. He is a day dreamer and his dreams go beyond the bounds of probability. If the imagination is trained

to stay within reality, it will make for the progress of the child. "To train the imagination, give it direction rather than stimulation. Encourage the young mind to image new situations but help it to evolve a product that can be expressed verbally, musically, graphically or manually" (33:32). The child is capable of forming various images, but real training and developing consists in holding that sensitive faculty in check. It is the duty, therefore, of the teacher to place children in contact with the concrete so that they will have a rich content on which to reconstruct and build.

History is a rational subject. It must not be considered merely as a succession of events; it is a continuous series of causes and effects. It is necessary for the pupil to distinguish what is important from what is unimportant in the past; he must study and appraise the character of individuals by means of their actions; he must understand certain plans of attack and recognize their worth. By weighing and evaluating historical evidence a sense of judgment will be developed. "It is our aim to try so to train children that they meet with better intelligence the changing conditions of their generation" (61:82). There are prejudices which must be overcome and new ideas to be developed. History tends to straighten out these prejudices and give us clear thinking. Pringle believes that, "since the real reasons for our prejudices and predilections are largely historical, it is naturally an important function of history to expose their origin and thus free our minds. Cer-

tainly it is the duty of society, through some of its institutions, to do this service for the oncoming generations of youth since they are in no way responsible for the prejudices which they have unconsciously imbibed" (53:245).

Not only does history correct, but also it exerts an expanding influence on the child's mind. During the high-school age the child realizes his part in the development of civilization. If material relevant to past civilization is presented then, it becomes an expanding influence. Our understanding of existing conditions is based upon our knowledge of the past. If we trace historical events in such a way that the pupils understand the connections, we have developed what is known as historical-mindedness. It is not enough to know; the pupil must understand as well. In order to obtain a good knowledge of history the student should devote himself to the study of the person, object, or event in which he is interested. When he feels himself a part of those works then he is understanding and sympathizing with the partakers. It is necessary to realize all the things that have an effect on hyman beings. The student should become acquainted with the physical environment and the individual character of the group he is studying. He must be made see that the same results cannot be obtained in the tropics as are obtained in the northern zones. Two people in the same locality may have distinctly different natures and characteristics. Dawson suggests: "In so far as our fellow men are unable to control these causes, we ought to extend to them a sympa-

thetic understanding" (18:268). There are so many changes taking place and so many forces effecting human activities that the child has to be made to see and understand these things. Morrison summarizes all this when he says: "The teaching process throughout the secondary period is concerned with putting the pupil in adjustment with the world in which he must live and with generating in him adaptability to a constantly changing world" (42:14).

History by its very subject matter is a strong force for spiritual or ethical development. According to Wayland, "history is the life story of the human race" (68:12). History is the record of the actions of human beings. Since children are naturally hero-worshippers, the study of history may be put to very good use. By proper direction on the part of the teacher, the pupil may choose for his favorite historic character one who is loyal and good as well as interesting. In the same way the vices may be understood as bad traits in those whom history condemns. The child must also be taught to abhor these traits even in those they love. The mind must be kept thoroughly honest and open. By developing frank attitudes an appreciation of the traditions maintained by the United States will be intensified. However, the pupil must never be allowed to develop prejudices. He must become acquainted with the various races and the religious and social aspirations of others outside his own group. By knowing them he may develop an understanding of their characteristics and hence will foster a tol-

erance for various racial, social, religious and national groups outside his own sphere.

It may indeed be true that the things in which certain groups believe are neither objectively true nor socially desirable; nevertheless, a sympathetic comprehension of the group viewpoint is not only an essential basis for that christian charity which is expected of us, but an almost necessary prerequisite to any effort toward making that viewpoint better. Through an appeal to the emotions of the child at an age when the emotions are a potent force in the child, the virtues of fortitude, heroism, and loyalty to principle can be developed. The stories of courage and sacrifice become so dramatic that they arouse the child's keenest admiration. If these stories are stressed and the virtues characterized arouse a great love for these facts of history, the virtues will become lasting and will remain with the pupil long after the particular event so used has been forgotten.

The keynote of all education is social efficienty. Because of its very content, history is an adequate subject treating the dominant characteristics of the adolescent. Pringle says that in 1922 a commission that represented all the high-school social studies met to decide definitely upon the aim of these studies. The statement issued was: "The purpose is to enable our youth to realize what it means to live in society, to appreciate how people have lived and do live together and to understand the conditions essential to living together well, to

to the end that our youth may develop such abilities, inclinations and ideals as may qualify them to take an intelligent and effective part in an evolving society" (53:244). By enabling children to know what it means to live in society, an appreciation of the fact that men and nations are interdependent upon one another should be developed. If the fact of how each individual needs the other for his life is stressed, the pupil will become socially-minded and will enjoy the joint life he shares with his neighbors. This should in time develop skill in living and working in the society of which the child is a part. He will take an active part in the society to which he belongs and will better society. The understanding of the part various countries played in the growth of his country will arouse an international spirit and an attitude that makes for general welfare of society. Through a study of history the child is given a knowledge of community organization and development. History is a story of life together. By stressing the shortcomings in the beginning of society and the progress resulting from working together on the part of the people, the teacher should bring about a sense of social living. An acquaintance with the variety of social activities and their interrelationship, and a record of the great achievements in the different fields of human endeavor, give the child a sense of social being and a feeling of belonging to a great organization which is depending on him for support.

The realization that service to society is necessary is

one of the greatest attainments of a good citizen. According to Wayland, "we seek in this study of history the particular character and values that seem to promise most for the making of citizenship in the United States of America" (68:126). It must be kept in mind throughout the teaching of history that the student is maturing and the subject should be developed logically from a superficial study of obvious facts so that the student will be fitted to interpret American history to the wise guidance of his American citizenship. Webb believes that "history has but one function and purpose - it is designed to make good citizens only in so far as it makes them intelligent understanding persons" (69:214). The dramatization found in the stories of valor that appeal so strongly to children of high-school age may be used to instil patriotism. Through the stories of the struggles and hardships undergone by the great men of American history the child is taught the principles of citizenship in the United States. He will learn that as a citizen he must realize that "the human family is greater than any of its constituent parts; that civilization is a cooperative achievement, a common heritage and a joint responsibility; that every national unit is connected with the larger life of mankind by a thousand channels and contacts, visible and invisible" (23:66).

However, the stories of courage and sacrifice that develop patriotism must not be carried too far. Often by stressing the virtue of loyalty the child is allowed to forget

that his country is not the only one that has courage and wisdom. A comparison of great men of other countries with our national heroes will keep in mind the fact that America is not alone in valor. In the same way do not stress one type of hero within the United States. There is the hero of industry, of science, of the home, as well as of the battlefield. History is to train socially-minded citizens capable of active participation in the highly socialized life of today. To quote Gooch: "In the study of history in a word we find precisely the synthesis of intellectual enlightenment and moral stimulus which citizenship requires and demands" (23:70). History should train able leaders and coach the student in the intelligent support of leaders. Not everyone will lead; but whether he leads or is a follower, the pupil must have a comprehension of the problems which confront him. These problems and a basis for their possible solution are found in history. History teaches children the value of good leaders and the harm done by poor ones in the portrayal of past experiences of races, countries, and groups. Dawson believes that "history offers one of the most hopeful means of teaching young citizens respect for trained leadership" (18:269). It teaches the traditions of our nation and relates stories of the growth of our liberty. By these events it brings about a recognition of the individual welfare in the welfare of the group or to respect the common welfare as a desirable end in itself. In a word, history ought to "arouse desire and develop ability to contribute helpfully

to the promotion of the common welfare" (66:306).

Tryon suggests that each teacher ought to set up specific objectives for each course. That is to say, just what each student on completing any particular course must know and be able to do. These specific objectives would add definiteness to the work and in a measure affect the indefinite ends which are usually given for the subject of history.(64:216). However, unless the objectives are utilized in the lesson; unless they are constantly kept in mind in the selection of the material to be used, they will prove fruitless in aiding the methods to be used.

CHAPTER IV

Methods in History

Perhaps no other subject offered in secondary schools has led to a greater variety of methods in teaching than history However, this variety is necessary, for, as Pringle suggests, "if we are to be ture to the nature of high school pupils, there must be variety of method in presenting the infinite variety of historical material" (53:256). Trow defines method as "an orderly procedure or process" (63:7). Thorndike goes further, and says that it is "the way in which a teacher puts educative agents and means to work upon human nature so as to produce some desired result" (62:168). These methods, or teaching procedures, should have a few characteristics which would prove helpful. Uhl sets down five. (1) "Every procedure should at the outset orient the learner" (66:17); that is, the method should be such that the pupil would be supplied with enough knowledge of the course to show the relation of the work to the pupils' nature, experience, and needs. (2) "Every procedure must present a crisis" (66:17); that is, must present a challenge to a pupil's powers that impels him to react so as to make a more capable self emerge from the experience. An example of this would be a process of learning by problem solving. (3) "Adequate procedures exhibit evidences of sound scholarship" (66:19); that is, the teacher must know the educa-

tional principles and their application to the subject matter undertaken in order to obtain the best results. (4) "Adequate procedures provide for orderly, thorough and discriminating process" (66:19); that is, the teacher should realize the necessity of classification and interpretation in order to direct good generalizations later. (5) "Procedures must coordinate individualized educative experiences" (66:19); that is, procedures should develop self-expression, and all the individual experiences of the pupil should be applied to the learning process. These characteristics tend to make the method worth while in its application to the high-school pupil. To quote Klapper: "It must be borne in mind that as in other subjects there is no method of teaching history. There are methods of teaching" (33:191). The writer, then, has selected the six most prominent methods of teaching history: the recitation method, the lecture method, the textbook method, the topical method, the source method, and the problem method.

THE RECITATION According to Dawson "we ought to eliminate the word recitation for the reason that it carries with it incorrect implications that take one back to an outgrown educational era in which little real teaching was done" (18:295). He is referring to that type of teaching in which the recitations are addressed directly to the teacher with no thought of the group to which the individual belongs. But in recent years there has been the tendency to introduce new schemes whereby the group also may benefit from one pupil's work. However, be-

fore new schemes can be introduced certain conditions are necessary within the group. Both the teacher and pupil must be free from distraction. In order to obtain the best results they must have their minds on the task in hand. Both parties should be ready for concentrated effort upon the work that they are about to do. The teacher must have such an active interest in the work that she will ungrudgingly prepare for her part in it. It is not necessary to prepare the lesson in minute detail at the beginning of the course, but she should at least set up a general survey of what she intends to do before beginning the instruction. There are certain sources which should be available in every history class: important maps, charts, pictures and illustrations of various kinds. There should be a certain goal set down to be reached and the cooperation of those within the group solicited in order to have all subjects working uniformly.

The old principles of unity, coherence, and emphasis used to bring about good results in any field may be applied to history teaching. The first principle of unity may be brought about by reviewing the subject matter preceding the topic to be developed. Show the connection between the two and link all the events about one central topic within the subject matter. "Historical details should be massed about central incidents and events.....this way of organizing the material will aid in conveying the impression of historical continuity" (53:254). If, in the preparation, the main topic has been decided upon,

then the sub-topics may all be linked closely to it. The main topics must not be lost sight of when the sub-topics are being discussed. If it is, the principle of coherence is defeated. A summary at the conclusion connects the recitation of the day with the previous topics and paves a way for that which is to follow. With these various phases to be taken into consideration in the recitation, the fact must not be lost sight of that each requires a specific amount of time. The time element must be given considerable consideration. The topics in the order of their importance should be allotted sufficient time to be adequately developed. Both the summary and review should be given the time necessary. Besides the old controlling principles "there are certain fundamental qualities of a teaching exercise that it is well for a history teacher to keep in mind if he is to achieve other than mediocre results. These are clearness, force, and fine adaptation" (64:7). There will be found throughout a history text numerous abstract generalizations which must be made concrete and clear through maps, charts, pictures, illustrations. There will be found, also, unfamiliar and new words which must not only be defined but also explained. One of the qualities listed by Tryon was force. By it one might mean the power or push a teacher may possess. If an instructor has life, vitality, and enthusiasm for the subject which she is teaching, she is bound to convey some of it to the pupils and motivate them toward an interest and participation in a good history recitation. Sometimes in trying to gain the interest of the pupils

he teacher will forget to consider their age and capacity. It is always necessary to think for a moment before forcing something on the pupil. Within the same class, groups may be found that are not able to grasp certain phases of the recitation. It is the duty of the teacher to know these and adapt the recitation to them as well.

In order to avoid indefiniteness history teachers are accustomed to set up specific objectives for each class recitation. Among these aims are:

1. Giving pupils an opportunity to express themselves through discussion or topical recitation.

2. Correcting wrong impressions when they are found through the individual recitation to exist.

3. Assisting pupils to organize related historical facts during the supervised study period as well as the class recitation and discussion period.

4. Adding information acquired through reading and travel to material already known.

5. Using illustrated materials to make clear and concrete the abstract and general notions. These aids ought to encourage a little research, stimulate thought, and help the pupils to realize that the past of our history was once the living present.

6. Developing of certain principles such as loyalty, courage, and valor, the underlie history.

7. Inspiring pupils to better efforts, not only in the

field of history, but also in all fields of endeavor (64:10).

There are several types of recitation which are well suited to history. The type should be determined by the maturity of the pupils and the purpose of the teacher. Besides the textbook, the topical, the lecture, the source and the problem methods of attacking the recitation, which will be dealt with separately, there is the question method and the supervised study method, and the socialized recitation, which play a definite part in the development of certain attitudes in the pupil. In spite of the fact that the question-and-answer type of recitation is being replaced by more advanced methods, Douglass says: "it is probably ture that questioning interspersed with telling in the way of correcting or supplementing answers, still occupies as much class-period time as all other types of teaching combined" (19:31). He goes further to say that "questioning may be made a very effective means of stimulating and guiding thought on the part of learners, and skill in questioning is very much to be desired" (19:32). But few teachers ever learn the art of questioning. They are prone to imitate the teacher they have enjoyed the most without trying to study the theory back of the question. They forget that the question has various purposes: that it provides drill; that it discovers weaknesses in the subject matter; that it organizes material; that it stresses important phases of the work; that it stimulates interest and thought; that it furnishes an incentive for going farther into the material, as well as offering a means

testing the group.

Tryon suggests three things in the question with which the history teacher should concern herself if she is to attain efficiency. "These are the quality, the number, and the kind of questions he is daily using" (64:22). The history question, in order to be of one of quality, should arouse thought within the pupil concerning the particular period of history being studied and it should call for a carefully expressed answer. The age and experience of the pupil should be taken into consideration in the forming of the question. If the teacher knows the pupils she can obtain the best results by assigning the questions to the individuals according to their degree of learning. However, questions should be distributed fairly well between the class members. There is no set rule for the number of questions to be asked. In drill work more will be necessary than if the material to be covered calls for thought. The form of the recitation in use should really determine in some way the number of questions to be used. No set type or order should be used in the history recitation. Information is necessary, but it is more necessary to train pupils to think, to solve problems, and to draw generalizations from specific events. The right kind of question will give help to the pupil in his own work and will develop the desired qualities.

The right kind of question will include all within the group: the uninterested pupil as well as the interested, the dull pupil as well as the bright pupil. If the child is not

alled on until after the question has been asked, the attention of all within the group will be held. There are times when it will be necessary to repeat the question, but the teacher should never make a practice of repeating. If she does there will be no need for the pupils to pay attention to the question unless called upon. It is necessary to use the natural tone of voice implying confidence in the pupil. An artificial tone distracts the pupil and he will lose the meaning of the question asked. If the tone implies confidence in his ability to answer, the pupil will put forth his best efforts and will gain confidence in himself. Douglass lists as the elements of a good question: clear wording, the adaption to age, maturity, and previous training in the subject, a definitely described task, freedom from wording of the textbook, and the thought and organization type of question as the superior one (19:35).

Supervised Study There is a clear distinction between the supervised-study method and the socialized-recitation and problem methods. It is a mistake to consider supervised study as being completely different from any other type of procedure. "It is not wise or accurate to regard supervised study and these other forms for promoting educational activity on the part of the pupils as alternative procedures" (19:134). When pupils are solving some problem under the direction of a teacher we find supervised study. Even in the socialized class procedure the teacher directs and supervises. It is not necessary that supervised study be provided for within the school

curriculum. According to Tryon, "when regular supervised study periods are not provided, the teacher can profitably use some of the recitation time to teach the fundamentals of study and their application to history" (64:18). There are two meanings that supervised study has: it may take in all the activity on the part of the pupil under the guidance and stimulation of the teacher, or it may be limited to the activity of the study portion of the class period. In the former sense it would include all assignments, explanations, discussions, and testing. In the latter sense it implies a closer personal supervision of the pupil while studying that which will be discussed. However, all school systems are not equipped with administrative arrangements for the larger plan. This does not mean that it cannot be used by each teacher. Perhaps its best results lie in the fact that the individual teacher may use it as a part of her regular class work.

After having prepared a detailed assignment, the teacher makes a personal examination of the work of the individual students without interfering with the continuing study of all the others. The pupil is interested in the task he is performing and is guided by the experience of the teacher. During this period of guidance the brighter pupil should be aided in going further into the work. It affords time to hold conferences with him and to assist him in more work, in extra assignments that will take care of his special ability. Douglass suggests that "supervised study should be made to administer to

the needs of the bright pupil, as well as to those of the slow one" (19:127). By means of individual testing during this period the teacher will become acquainted with the actual progress of each member of her group. In explaining just what is meant by the term "supervised study," Simpson says: "Under the organization of supervised study the pupil is shown how to study, and he is supervised while he applies the principles of correct studying.....Precept and supervision go hand in hand as they always should do, especially in the undertaking of new work" (57:4). The principle of supervision of study is the prevention of errors rather than detecting them. "The method is notable," explains Stormzand, "because it has consciously set before the teacher two new attitudes with reference to her profession:

a. "Responsibility for learning must be thrown on to the pupil for more than has commonly been done under the textbook-recitation plan of school work. The pupil must be made independent in his study.

b. "The teacher must consciously direct the pupil in methods of study so that he may become efficient in his independent work" (69:111).

The important task of the teacher is in the directing of study. The lesson must be laid out carefully. According to Uhl it is necessary to link the previous work with the particular lesson to be followed (66:314). After the lesson is set up, the teacher must see to it that proper directions are given for the carrying out of the plans. Not only must she guide and direct the work, but she must keep up the interest,

leading to motivation of the pupil. If the teacher supervises and directs the pupils in their individual places, she can avoid those who are bright but lazy and go to the teacher merely as a means of wasting time. Most of the time should be spent assisting those who really need aid. However, she must not give too much assistance, for in so ding she may weaken self-reliance.

Socialized Recitation. A system which "seeks to develop in the pupil self-reliance, an attitude towards experience so active that it borders on mental aggressiveness, a willing application to a task that confronts the group, and, most important of all, a readiness to think with others" is the socialized recitation (33:200). This type of recitation is dependent upon the class. All the discussions, conversations, and questions become dependent upon the group for settlement. The teacher is within the group in the same capacity as the pupils. All the direction is in the hands of the pupils, with an occasional reference to the teacher for settlement. The teacher is a guide and may not ask questions, though the pupils may call on her from time to time for additional information. However, most of the discussion goes on between pupils, and any member of the class may bring up a criticism of the point of view taken by another member. He in turn is given the opportunity to defend or explain himself. Initiative on the part of the pupils should be the keynote, and an understanding of responsibility and group-mindedness is essential for good

results.

There are two forms of socialized recitation, the formal and the informal. They have some features in common, but there are a few distinct features of each that are well worth noting. The informal plan "involves no spedial organization" (19:251). It is usually the outcome of a gradual transition from the conventional recitation lesson to the socialized type by means of the discussion method. That is, the consideration of a special topic by the group as a whole with suggestions and thoughts freely expressed by the members of the class. After a few classes of this type, Stormsand suggests that a few voluntary contributions with challenge questions of the group to be answered be introduced (59:272). Some organizationl like the use of a working committee and a chairman, may later be introduced. As the pupils become accustomed to the procedure, they will have suggestions for the fuller development of the method. The most striking type of socialized recitation is the plan of organizing a class for work after the scheme of some adult organization (19:251). The history class may follow the organization of congress or a city council and take up subjects such as the legislators find meeting them during their sessions. However, if it becomes too formal, or if the pupils do not participate with ease, the class has not been socialized. Perhaps the best evidence of a truly socialized class is the eagerness with which pupils offer information, questions, and criticisms. These are not the only

activities which the pupils experience. Stormzand lists planning, presiding or conducting, individual contributions, voluntary supplementary contributions, challenging or questioning another pupil's statements, correction, criticism, approval, or confirmation, and summary (58:274). The planning can be done by a committee under the direction of the teacher with the chairman conducting the work in hand, either formally or informally, as the subject demands. During the course of planning, special topics of interest should be assigned to individuals who will report on them to the class. There may be within the group pupils who have additional information that will be of interest to the class. These pupils should offer that information and be ready to answer questions just as do the pupils who are taking care of the class discussion. Sometimes the discussion may become so lengthy that the group can take sides and debate the question in hand. After the question has been settled, or the subject matter exhausted, then with the assistance of the teacher the leaders of the group should provide the group with a summary of the material covered. Each member of the class should be held accountable for a summary of the entire work covered.

Klapper believes that "socialized teaching stimulates spontaneity so conducive to free and full self-expression. The pupil is impelled by the challenge of the topic rather than by the commands of the teacher to participate in the discussion" (33:200). It gives a social aspect to the work of

the pupils. Each individual feels that he has given something to the other members of his class. It does away with that old feeling that the teacher already knows the material. The very fact that his associates are entering into the discussion is a stimulus to the tpupil to do better work. The pupil realizes that the group has the same interest and he feels that he is a part of that class. There is a spirit of cooperation with the rest of his classmates to be successful in some phase of learning. It brings out the initiative in a pupil and offers opportunities for the development of leaders. There are certain phases that call for guidance on the part of the teacher, and for that reason she must be at hand to check and keep the work going along the right lines. Along with the play-element in learning, the socialized recitation offers a training in courtesy and consideration. The elements of interested listening, toleration, contributions when possible, all are included in this type of recitation. If the socialized teaching cannot be conducted with these elements predominating, then the system should be abolished.

There are a few difficulties which must be overcome and dangers which must be guarded against in order to obtain the best results from the socialized recitation. Stormzand lists five which may become dangerous if not treated correctly at the outset: lack of system and organization, assertive pupils may dominate, there may be a waste of time, the method may be overworked, and the establishment of a fixed procedure

(59:281). If the method is plunged into rapidly there is bound to be confusion within the group, but if it is gone into gradually there will be less danger. If the teacher would discuss the difficulties with her group they would be able to understand their responsibility and would do all in their power to make the class successful. The difficulty of the assertive pupil's coming to the fore and dominating could be taken care of in the planning. The chairman or committee should see to it that the agressive pupil is checked as well as the reticent one. From the point of view of the subject matter learned, the socialized recitation might be considered a waste of time. However, if one considers the social values derived therefrom, the socialized recitation can be justified. There is also the danger of overdoing the socialized method. It should not be followed from day to day but rather as "a valuable supplement to the supervised-study method, furnishing just those opportunities for social experiences which are quite lost in the supervised-study program" (59:284). In order to avoid the danger resulting from one particular type of procedure the planning committee should arrange their program so that no one thing - discussion, topical reports, or the like - will take the entire period.

The Textbook. By the textbook method is meant the rigid adherence to the text in the selection of topics, organization of the course, and the emphasis placed on the topics. In other words, it is the following of the construction of th

book word for word and chapter by chapter. Even the daily assignments are made in the terms of pages as given in the text. The teacher is merely a person to hear the memory work of those under her charge. The textbook is used in a formal way, a few pages are assigned, the material contained therein is recited upon from memory, the pupil is tested, the preparation is given and then begin again. Textbooks form an important part in the classroom, but not to such an extent that they should be used throughout the entire period.

To quote Stormzand, "most teachers are textbook teachers" (69:1). He goes further to say that it may be explained by the fact that it is an American practice which has become a tradition. Textbooks do, and should, hold a prominent place in methods of instruction. They contain the fundamentals of history and offer aids to the teacher by means of their headings, outlines, references, and supplementary readings. They are particularly helpful to the beginning teacher as a means of a standard in conducting class. Tryon lists four claims for the textbook method: (1) "A textbook in history gives the teacher an outline of the work, a core, a backbone; (2) the material in the text furnishes the basis for a unified discussion; (3) with a text in the hands of each member of the class the teacher is assured a certain amount of material organized around specific topics; (4) regular, definite, and systematic assignments can be made with a text as the basis" (64:55).

Even though there are teachers who do not need the

headings, outlines, and guides provided for by the text, it must not be forgotten that there are other history teachers who are both inexperienced in teaching, and deficient in their training. There are a great number of teachers who know the subject matter, but who have had no training in the theories and workings of educational principles. It is for these that an organized text proves most helpful. However, even the teacher who is familiar with the organization of subject matter will find the text of help to her because each pupil has one and may follow the specific directions it provides. Particularly in the case of outlines, all work will be uniform if the teacher has the pupils follow the text outline. If this text is used as a base, the teacher will secure a discussion of some topic and then the various other sources may be brought in. Dawson suggests, that the textbooks "should be used as a manual or handbook" (18:303). Because the pupils have their own text they are assured of definite assignments and the teacher in turn is assured of organized material in the topics of the day. If definite assignments are made there is little danger of misunderstanding. While Tryon agrees that a fixed number of pages or topics in a text is not the best form for an assignment, he believes that "it does, if used, assure the teacher of one of the elements of a good assignment, definiteness" (64:57).

There are some disadvantages to the use of the textbook method that must not be overlooked. Most of the texts represent an individual viewpoint. Each author has his own

idea of the relative importance of the various events in history and of the best means of expressing them. Yet it seems to be characteristic of the American people to accept a textbook as final authority. "Our schools have developed a gullible, credulous, slavish generation of readers" (59:9). It is necessary to instil in the pupils a critical and challenging attitude toward the writers. Let them look into their life and find where they get the authority to make certain statements. It is hard to find one text that treats all topics equally well. This, of course, is due to the fact that space in the text does not permit every topic to be treated adequately. The teacher, then, should supplement with other books in order to give each topic its due. But some do not get away from the one-textbook idea. "The most serious disadvantage of all in the use of textbooks amounting to a real danger, a shameful waste, an almost criminal inefficiency, lies in the formal mechanical use of a textbook as furnishing material for a daily grind of recitation-testing" (59-10).

Lecture Method

The lecture method, when used as the only method in teaching history, is vigorously opposed by practically all authorities. Chief among the objections to this method are:

1. "It fails to develop initiative in the student.
2. "It substitutes the interpretation of the individual teacher for that of the textbook writer....
3. "It gives the teacher much more time than he should

have in a given number of recitation periods.

4. "It robs the students of the prerogative of expressing themselves about things which they have read. In other words it robs them of recitation time legitimately theirs.
5. "It violates one of the most fundamental principles of secondary education; namely, that education is a developing process. The lecture, or, as someone has called it, the funnel method of instruction, places the emphasis on pouring in rather than drawing out.
6. "It makes the subject rather than the student the center of gravity. Through its constant use, history comes to be taught for the sake of history rather than for the sake of the pupil" (64:50).

These objections are against the exclusive use of the lecture method in the high school. There are times, however, when it should be used to supplement the textbook material. Certain passages and incidents may be clarified if the teacher explains them in her own way. Often whole periods of the class will be taken up with this method if the teacher wants to stress or emphasize particular phases of the lesson. It is particularly helpful when the teacher is meeting the group for the first time. It not only explains her method, the work to be undertaken, and the instructions, but it also brings all the minds together. Klapper defends the method by saying, "There are situations when much must be told and the teacher must do

the telling" (33:194).

Topical Method

The most common form of accounting for collateral reading is the oral report to the class. "Whatever method dominates nearly all teachers of history at times demand special reports based on independent study and investigations" (53:268). It presupposes the use of other books in addition to the textbook. The topic or subject of the report should be clear and well defined. It calles for better preparation than does the every-day work, and if proper suggestions are given by the teacher, the method teaches clearness and completeness. Direction as to the topic to be selected is needed if the child is supplementing the class work. It is necessary also to train the pupil in the selection and evaluation of the materials concerning the subject chosen. Outlines are good for organization of the material, but the pupil should be taught first of all to take very sparing notes and gradually do away with them entirely. If the topic was chosen to develop the subject matter of the text, or to make concrete some abstract principle in the text, a short outline of four or five main headings would help the class remember the report more vividly.

Usually the topical method is undertaken in connection with some other form of procedure. After the story of the subject has been learned, there are phases which the pupils will want in more detail. Then a few in the group are given special topics on which to report. The general as well as the specific

topics must vary with the age of the pupil and his ability. All topics undertaken must have some bearing on the subject matter that the group is studying, though the report may include correlated material that is not being studied by the class. "If the topical recitation deals with supplementary material not studied by the whole class, it also serves the purpose of teaching the other pupils something in addition to the material learned in their own study" (59:256). When reports are given in this way, the events are more easily learned because, if well organized in the topics, they will follow in their logical order. Dates, places, and persons are not remembered individually, but rather in their connection with some important movement. Memory really gives way to reason and imagination, and gives the pupils an opportunity to know things by comparison. The child is taught the use of other books and forms the habit of referring to other authors than his text for aid. He comes in contact with several viewpoints and a clearer understanding of the subject matter results. In order to judge the relative value of statements the pupil must become acquainted with different presentations of the material.

If the child is to offer something to the group to which he belongs, he will want to show his ability at organizing the subject matter. He will find numerous points to bring out after he has made a study of the collateral material available. It is not necessary to confine the child to collateral reading for reports. When he has been introduced to the use of outside

ooks, an interest in reading without definite assignment may be stimulated. By means of his contact with readings for special reports "the development of recognition on the part of young people that books, other than light fiction, may be consulted and read for pleasure as well as through a sense of duty" (19:15) may be brought about. Pringle summarizes the advantages of the topical method thus "(1) It places more responsibility upon the pupils, thus developing initiative and giving training in the organization of material. (2) It encourages the use of imagination and reason, since all events must be related in thought to some big event or movement. (3) It makes for the arrangement of events in their logical order, hence they are more readily learned and remembered. And (4) when one general topic in connection with any historical movement or period has been taught thoroughly, other topics are easily connected and taught" (53:268).

Source Method

Another name given to this method is the Laboratory Method. But this does not necessarily mean that it must be experimental. Within the last few years teachers of the academic subjects began to see the advantage of using source materials; that is, translations, and reprints. When this movement was introduced, there were so many responses to the call for source materials that the question of how to utilize the available material in attaining the ends to be sought in using source data became paramount (64:80).

All source materials tend to make the topic interesting in its reality. The pupils will thrill with the first-hand information on the particular topics they are interested in. If the pupil is allowed to make a critical study of one or two pieces of source material he will find problems which will motivate further thought upon the subject. Any questions that arise should be answered by the class and then the connections brought out between each question and the main problem set up by them. A pupil, who makes a detailed study of several sources on some subject and later writes a unified topic about it, is able to distinguish between good and bad, he realizes how difficult it is to arrive at certainty and he will be careful of becoming too assertive.

In connection with this method it might be well to consider the mastery-technique or the unit method that was introduced into the Chicago University High School by Morrison. He believes that the things to develop in history through this method are, "the larger significant movements in human history which go far to explain the society in which he (the pupil) lives, and which develop in him a reasoning attitude toward the social world of today" (42:189). An endeavor is made to see that every pupil understands or rationalizes the principles, processes, and movements that comprise the course. The classroom is regarded as a laboratory. It is equipped as a place for work with maps, charts, pictures, bulletin boards, book shelves, work tables, filing cases, and writing materials. Ac-

cording to Uhl, "if the unitary method is used, a course becomes a series of broad, meaningful, teachable units, each consisting of details selected for their illustrative rather than their intrinsic value" (66:309).

At the beginning of the unit the teacher must have three things clearly in mind: "(1) a clear understanding of the underlying idea of the unit of study, (2) an exact knowledge of where the proper assimilative material for the pupil's use may be found, and (3) a well planned set of exercises which will place the pupil in most efficient contact with the essentials of the unit" (68:121). Then follows the five steps of procedure:

Exploration can perhaps be conceived as having three principal purposes: economy, the establishment of appreceptive sequence, and orientation. It serves as an introduction and a means by which interest may be aroused by the instructor in the unit. It is a means of ascertaining the progress of individual pupils. It is a means of discovering if the vocabulary of the pupil is adequate for studying the unit. It is a means by which pupils who are further advanced may be relieved of the necessity of repeating work which they understand. It is a means by which the instructor can llcate pupils who need special help. Finally, it is a means by which the instructor can detect whether any progress is actually being made or not. The exploration period is conducted orally, or as a written test, or as a combination of both of these methods.

Presentation. In this phase of the procedure the teacher gives a sketch of the unit to be studied in the form of an oral talk. To do this effectively the teacher must not only be familiar with the subject matter of the unit, but she must be able to present it to the pupil in such a manner as to hold their attention. Following the presentation, the instructor may allow questions to be asked with a view to clearing up any difficulties the pupil may feel he has after the presentation. Whether or not questions are allowed after the presentation, the next fundamental step is the test. This is to establish definitely whether or not the pupil has understood the unit as presented by the instructor. If on giving this test it is found that some pupils have not understood the presentation, the talk is then given over again, this time with an eye to helping the pupil to an understanding on the basis of his difficulty as displayed by the test. This process of teach and test is repeated until every pupil has shown that he understands the presentation. Meanwhile those who have completed the test in a satisfactory manner proceed to the assimilation phase of learning.

Assimilation. During the assimilation period the teacher places the responsibility of study upon the pupils and helps the individual pupil instead of teaching the whole class as a unit. Supervised study is used because it provides the teacher with an opportunity to help the individual. At this stage the pupil uses a mimeographed guidance sheet containing

an outline of the minimum essentials of the unit, a list of references for reading, and a number of supplementary topics for additional study and investigation. The instructor spends a large part of the period going over the exercises given on the guide sheet with the pupils to determine whether they really understand the relationship which exists between the exercise and the understanding of the unit. Some pupils will be required to work the exercises several times before they have mastered the essential understandings. The period of assimilation comes to an end when the instructor, by means of tests and various checks, believes that the majority of pupils have mastered the unit. Those pupils who finish before the class as a whole are ready to proceed, are given supplementary projects.

Organization. The fourth step is the period devoted to organization. On this day the pupil brings nothing to class but his pencil. The pupil is now, without aid of any kind, asked to organize the work of the entire unit. This is accomplished in two stages. In the first stage the pupil makes a skeleton outline of the high points of the unit, which must be developed in a clear, logical style. In the second step, using his outline as a basis, he is to write a narrative of the unit, using his outline as a basis of procedure. The failure to write an acceptable outline, or narrative, means that the pupil must return to study until he is able to do so.

Recitation. In this phase of the procedure the pupil delivers a floor talk on the entire unit, or some phase of it,

using his organization outline as the basis for his task. It gives the pupils an opportunity to express his understanding of the unit as a part of the learning process and as a test of achievement.

PROBLEM METHOD

A problem "is a situation that invites solution or challenges the mind" (33:69). In life when one has a problem to solve he may proceed in several ways to solve it. However, in problems encountered in school work, there are two distinct methods to be called on in the solution of them. "If it be a specific difficulty which calls for application of general laws, definitions, rules or some form or combination of generalizations, the mental procedure is of the deductive type; if the problem is to determine, discover, or derive a general law, formula, definition, rule, or other generalizations, or to develop a concept, the procedure is inductive" (19:309). The problem method deals with any mental problem that does not involve induction, or generalizing from particulars.

The problem furnishes a center for grouping facts. The child's work begins around his interest and he organizes the material along the lines of his own mind. He learns the rational use of textbooks and how to put the material learned there into a definite mold - the problem. In this way he learns how knowledge can be applied to different types of problems. The difficulties that arise can be likened to the hardships the various peoples had to meet. The teacher must always

guide and cheer the pupil lest he become discouraged when he discovers conflicting views. Usually after the pupil has answered the questions and proposed a solution to the problem, a comparison of the various solutions is made by the group. All the conclusions reached are thoroughly discussed by the class as a whole. Out of this grow the benefits. Pringle sets up as outcomes of the Problem Method: "It arouses self-activity, trains the judgment, appeals to thought power rather than memory, serves as a challenge to individual effort, develops initiative, and prepares for the solution of life's problems" (53:267). Tryon believes that there should be some problem solving, but to use it throughout an entire year would be too much of a strain on the pupil, the teacher, and the subject (64:85).

CHAPTER V

Observations

In the visitation of the Catholic girls' high schools the writer attempted to record just what was found in the classroom. All observations were made unannounced so that there would be no danger of observing an "exhibition" lesson. Sometimes the very best results were not available for record because of some distractions the pupils had undergone previous to the class. There was the class play the day before, or the study period had been used for play practice or assembly of some sort. Remembering these things, the writer attempted to consider the method in regard to the ultimate objective rather than the specific lesson. The outcome of this method was left for another observation.

An interview with the instructor afforded the data concerning the type and purpose of method she was using. Any change in the procedure of presenting the material was noted at both observations. The teacher described the various types she used and gave her reasons for their use.

After each observation and interview the writer jotted down a few of her reactions to the method or methods employed. These will be noted after the observations have been recorded.

School A

This school has been in existence for seven years. It has an enrollment of nine hundred students in the high school with two hundred in the fourth year. The average class sonsists of from thirty to thirty-five pupils. These girls come from the average home. The majority of them are American-born whose parents are also American-born. They have access to the academic field, the business field, or the domestic science field through the school's curriculum. In order to bring about a complete rounding-out of the girl the school offers: a general academic course consisting of four sciences - general science, biology, physics, and chemistry; of mathematics, algebra, geometry and trigonometry; of history - ancient, modern, english, church and American; of language - English, French, Latin, and Spanish; a domestic science course offering the household arts of sewing, cookery, management and interior decoration; a three-year business course including typing, shorthand, bookkeeping, and business law. In addition to these specific courses there are accredited music and art departments. All pupils are expected to take gymnasium and dramatic art in connection with their chosen field. All teachers with the exception of the physical education and dramatic art instructors are sisters of a religious order.

American history is required of all the fourth-year pupils irrespective of their especial course. The purpose of the course is to teach them to become intelligent citizens when

they go out into the world. In connection with this there is an attempt to cultivate a judgment between the good and bad things in the environment by which they will be surrounded.

In order to obtain this the teacher used the unit plan as suggested by Morrison. Muzzey's History was used as a background. The entire book was broken up into three large units, political, industrial, and social. The text was used as the foundation with various references as the construction material. After the pupils had been tested as to their previous knowledge of the subject, the teacher gave a lecture covering the main topica of the unit. Again the pupils were tested as to their understanding of the subject to be undertaken. When the teacher was satisfied that everyone was familiar enought with the topic, mimeographed sheets were passed around containing the minimum requirements of the course. This consisted of a general outline of the unit, a few specific questions, and references. The pupils began working under the supervision of the teacher. The pupil received individual help in connection with the exercises that proved difficult for her. When the teacher thought that the majority of the group had mastered the unit, she gave a test. This was six weeks after the pupils began their work on the unit. After the first test the teacher found that only about one-third of her group had mastered the unit. These were allowed to do some supplementary work in the form of a character study of one of their favorite personalities connected with the unit. A week later a second test was given, but still not all

had mastered the material. The time was extended another week and at the end of that time all were expected to be ready for the recitation periods. These consisted of the development of a general question asked by the teacher of one member of the group When she had exhausted her knowledge of the subject, either the pupils of the teacher were at liberty to question her on any statement she had made. A time limit was placed on these answers in accordance with the importance of the subject and to insure a regulated discussion period. Some of the questions asked the speaker called for much thought, but the majority of them were memory questions. When the material had been covered in this way a final test was given involving details of the unit. New-type tests were used, but they were not standardized tests. The test involved about twenty percent thought questions and eighty percent memeory. When this unit was completed in this way, supplementary work was handed in and graded, and the class went on to the next unit.

There was no formal day-to-day plan - that is, so much work to be done every day - except in civics. But the teacher had set up a certain goal to be reached within an allotted time. In this way she provided for the individual needs of the pupils. Some need more time for one phase of the unit than for another. Civics was taught in connection with American history. It was taken one day a week from the textbook. The subject was linked with the unit studied, but the question-and-answer method was used, with the text as the only guide. Occasionally current

rents of political character were taken up during this period,
t for the most part it was strictly textbook recitation.

ool B

School B was established fifteen years ago as a coed-tional institution. In September 1930 it became a school girls only. There are 315 students in the high school. ch class consists of thirty pupils coming from every type of ne; that is, from very rich, from moderate, and from very or homes. Besides the academic department, there is a house-ld arts, a music, and a commercial department in this school. ie curriculum includes general science; biology; physics; chem-stry; four languages - English, French, Spanish, and Latin; hree histories - ancient, medieval andmmodern, and american; wo mathematic courses - algebra and geometry; bookkeeping, horthand, typing, business law, sewing, cookery, and general household arts. There are twenty-eight teachers in this syste with eight of those lay teachers. The American history class conducted by a nun. The group used Purcell's American Nation as a textbook.

The fourth-year class was required to take American history in connection with any specific course they were fol-lowing. Throughout the class the topical method was used. The textbook outline was followed almost without deviation. The test they were using breaks up the subject matter into elev-en distinct sections or units, and these were in turn broken up into topics. References were required in connection with the textbook. All the pupils had access to the library at all hours of the day and there were enough volumes to provide good mater-

al for each subject. Occasionally there was a prepared talk by one of the pupils with informal discussion by the group, thus bringing out one of the objectives - "social effeiciency". Map work was required of the group; however, most of this was done in a laboratory period. The instructor made it a point to spend the first day of each new section or unit in lecturing to the group on the material about to be undertaken and on its importance to them.

In order to stress some particular point the instructor found it necessary to draw out by means of the question-and-answer method the pertinent facts. At one observation the writer heard such questions as, "Why did Lincoln issue the Emancipation?" These questions all called for direct answers by the group. A fifteen-minute drill was observed that consisted of one or two words in answer to questions pertaining to dates, identifications, and relation of events to periods. The instructor admitted that all examinations were subjective and of the essay type. For quick tests the teacher used questions based on drill material, but these were her own. She had never used a standardized test in connection with American history. However, she tried to bring out the pupils' thinking powers by asking questions requiring reasoning. Sometimes she called for an interpretation of the supplementary material that the girl had used. The teacher believed that this in some way would determine the pupil's attitude toward historical reading. The girls were expected in their reading to obtain at least tw o

distinct viewpoints on the question in which they were interested.

School C

The third school visited has been in existence for seventeen years. At present it has an enrolment of 165 girls, with 33 in the fourth year taking American history. The girls are the average type, coming from homes of moderate circumstances. Two courses are offered, the academic and the commercial. Included in their curriculum is general science; chemistry; Latin; Spanish; French; English; ancient, modern and American history; algebra; and geometry. There is an accredited music department in connection with the high school, but no art courses are offered this year. There are fourteen teachers in the faculty, three of whom are lay teachers. One of them is instructor of the American history class.

There is a set program for the history class every week. This program is on display in the room so that the pupils know just what is expected of them each day. The program reads as follows: Monday - Lecture on the work to be covered during the week, an explanation of references to be used, outline dictated (if one is necessary); Tuesday - Supervised study period, notes to be recorded, references to be used, maps, and working out of projects under guidance of teacher; Wednesday - Recitation on lesson assigned on Monday; Thursaday - Recitation continued; Friday, 15-minute new-type tests, including true-false, completion, and matching tests, then oral topics that have been assigned in advance.. Sometimes two are assigned, and in that case very little class discussion enters into the period.

When the topic is very important one speaker is called on and then a fuller discussion follows based on references studied concerning the subject.

The textbook by Nilson plays a great part in the work because the library is not complete enough to require a certain amount of reference reading from each member. The instructor has organized the text into a series of small units in order to bring about a knowledge of historical facts in terms of good citizenship. Each week one of these units is due. Every two weeks a project is called for. This may include a paper on some particular phase of American histpry; a biography of some outstanding leader; or, as in the case of several who were particularly adept at artistry, an interesting character or symbol of the particular unit being studied carved out of a bar of soap. Some that the writer observed were a profile of George Washington, a bust of an Indian chief, and an American shield. On Monday during the lecture period each pupil is expected to take notes. These are filed in a notebook and may be referred to from time to time. The test on Friday may include any of the points brought out by the teacher during her lecture as well as questions on the project the pupils are doing and the text assignments. The final examination consisted of fifty percent new-type questions and fifty percent essay questions. About twenty-five percent of the last were the "why" type questions; the rest were memory.

School D

For six years school D has been attempting to afford the girls of the northwest side a well-rounded education. Its enrolment consists of 635 girls from every station in life. There is the American girl and the foreign girl, the extremely rich girl, and the very poor girl. All the instructors are religious sisters. The school prepares the girl for the business world as well as providing a regular academic course. Four sciences are offered: chemistry, physics, general science, and biology. Latin; French; Spanish; English; ancient, modern and american history; algebra; geometry; art and music; and typing, shorthand, and bookkeeping complete the curriculum. All are required to take American history.

A modified form of the unit plan is used in teaching American history to two groups consisting, respectively, of thirty-four and twenty-eight pupils. The library is limited, so that the girls have to use the references collectively. Hence the text, Purcell, is used considerably and the units which he has outlined are followed. They are developed by the group as a whole. Each girl is prepared to give in topic form her reaction to the particular subject under consideration. There is a form of the socialized recitation method introduced when the unit is being organized. The teacher becomes one of the group and the pupils discuss the general outline which has been followed by the entire group. Some time is spent every day in discussing the problems of the unit in hand. When the teacher be-

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leves the material has been mastered, a topical discussion be-
gins, with the group entering in wholeheartedly. When the best
form has been decided upon by the class, the outline is filled in
and a test given. This test consists of an elaboration upon the
outline in the form of a discussion and a check-up or two of the
dates, names, and events linked with the unit.

Every Monday civics is conducted by means of a thor-
oughly socialized group. There is a chairman and a working com-
mittee who determine with the aid of the teacher topics to be
developed. The teacher takes no part in the actual discussion
period. The chairman appointed by the group from time to time
keeps order and attempts to generalize at the close of the
discussions. The pupils were all eager to participate in the
discussion of the group. The particular subject developed dur-
ing the writer's presence was the Executive Powers of the Pres-
ident. One girl had been assigned the general aspect of that
topic; another, the invested powers; and a thord, the tradition-
al powers. After each report to the group constructive criti-
cisms were made, questions were asked, and the subject matter
enlarged upon.

School E

This school has been in existence for forty-one years. In as many years it has offered a four-year academic course in preparation for college and a two-year commercial course designed for girls who wish to prepare for a business career. At present there are 150 girls enrolled in the school. There are fifteen in the fourth-year class who are taking American history. Only those girls who are following the academic curriculum take American history. This course includes biology; physiology; chemistry; English; French; Latin; algebra; geometry; and ancient, modern, and American history. The girls in this school come from families in moderate circumstances. There are girls representing several nationalities, though all of them are American-born.

The question-and-answer method on the textbook is used almost exclusively in this group. A number of pages are assigned from day to day and the recitation period is concerned with the answering of questions on the pages assigned. The textbook, Muzzey, plays a prominent part in the course. There is no reference work required daily of the pupils. Twice a month a paper is due on some topic of particular interest to the individual girl, in connection with which, at least three references are required. The library is quite limited, so that the pupils have to use the Public Library for extensive reading. In order to prepare the girl for a good life, the lives of the American people during the various periods are stressed.

As a part of a good life, citizenship is explained. In connection with American history the study of the government is taught by means of Magruder's American Government. There is a close link between these two subjects. There are no set days for either subject. When something comes up in history that would call for an explanation of its constitutionality, civics is introduced. In the study of the impeachment trial of Jackson, the power of congress to take such action was studied from the constitutional standpoint. An assignment was made on the powers of the president and congress, and the recitation was on this point. After the teacher's questions had been answered by the members of the group, a lecture by the instructor linked the right of impeachment to the case of Jackson. This method, however, was used very rarely. There were times when the instructor felt that she ought to add something to the lesson to clear up a point or two. Occasionally she called on someone to report on some leader and the talk was left open for discussion by the group other than a comment such as, "The talk was very well given," or "I got a great deal from that report."

The examination questions were the same type as the everyday questions. The majority were memory. Such things as dates and identifications of names were called for. A very few called for any thought on the part of the group. In one case there was a question that called for a connection between the Constitution and a traditional practice of the government.

School F

School F has been educating girls on the far south side for twenty-five years. At present there are 120 girls enrolled. Most of these come from the very poor homes. There are the commercial and academic departments offering education along cultural lines. Chemistry and physicis are offered in alternate years; Latin, Spanish, French, and English comprise the language classes offered; ancient, modern and american history, and algebra and geometry complete the curriculum in the academic field. Music and dramatic art are offered in connection with both departments. The commercial pupils must go four years and take their commercial subjects the last two years. Typing, shorthand, and bookkeeping are the only business courses offered.

Every girl in the fourth year - which includes sixteen seniors - must enroll in the American history class. The socialized-recitation plan of teaching is the background for the organization of the group. However, the instructor realizes that this cannot be used exclusively. There are certain periods in history that are more difficult that others, and they call for an explanation by the teacher in the form of a talk and then a check-up by means of questions-and-answers to determine in how far the pupils have grasped the question in hand. The first thing that occurs each day is the assignment given by the teacher. Sometimes an explanation is necessary, but very rarely does it take longer than five minutes to explain an ordinary assignment. Civics and the working of the government is

taken three days a week, while direct work on history questions and the history text is taken two days a week. Every day during the session of Congress a short discussion, not to exceed ten minutes, was held on the work of Congress. All questions were asked by the teacher. However, each girl had ready in topic form a resume of the particular event in which she was interested.

When these things had all been cleared, the chairman who had been appointed by the group for the particular unit took the floor. A summary of the work that had been covered up to the present day was required. A complete topical recitation was given, organizing the high points of the previous work. Then the chairman called for the main topic of the day - The Missouri Compromise. When the girl called on had completed her talk, a general discussion by the group followed. The teacher was not brought into it at all. The chairman directed the group to keep order, but outside of that the girls were free to discuss their points and question anyone who had made a statement they disagreed with or wanted corrected. When the question had been fairly well discussed, the chairman called for a generalization of the topic. Then the teacher took her place again and rapidly went over with the class some of the less significant topics as outlined in a work manual by Butcher. The discussion by means of the socialized recitation did not last any longer than twenty minutes. The teacher was attempting to teach citizenship and the importance of leaders and good fol-

lowers. The group not only studied leaders, but they were experiencing the duties demanded of them in after life.

The examination included several types of questions. There were three parts. The first part calling for memory questions including identifications, dates, and names; the second group calling for thought, a linking of incidents and connections between two periods or styles of government; the third consisted of reasoning questions, the development of a phase of government for particular needs and suggestions that might be made profitable under the circumstances.

School G

For fifty-six years School G has been preparing girls for a good social life after they have left the field of study. There are 600 girls enrolled there and taking advantage of the many priveleges offered by the school. Girls of every class, rich, poor, or in moderate circumstances, have access to the academic, commercial, or household arts departments. Everyone who has reached the third year in any of these courses is required to take American history. At present there are 100 girls divided into three sections taking this class. The advantage of being near the Chicago libraries and museums is made use of. The girls are prepared particularly for college and the Chicago Teachers College.

In the teaching of American history the unit plan is used as a foundation for the course. Whenever the teacher feels it is necessary to introduce special topics or lectures, she does so irrespective of the unit outline. There are several textbooks used by the class. This year no standardized text was introduced. Some of the pupils have Bassett, others Elson, Guitteau and Webster, Harlow, Hackett, or Hart, and some others are using West. Everyone in the group is using a workbook by Barnes. This helps cover the required amount of history rapidly, so that the most important points may be stressed and developed by the class. The pupils know what they are working to attain. There is a list of objectives or aims that they should be striving for on display in the classroom. These in-

lude good citizenship as manifested in leadership and the able support of leaders, clear purposeful thinking, and refinement, loyalty, and courage.

At the beginning of the course the teacher defined the units to be developed during the year. She divided them into political, social, and industrial. Each of these in turn was broken up into smaller sections according to periods: Revolutionary, Building of a Democracy, Disunion, Reconstruction, and Twentieth Century. An outline was dictated to the class and they began developing it under the guidance of the teacher. The use of several texts throughout the room resulted in different opinions on various questions at the very outset. A well-equipped library was available at all hours, so that the girls were assured of more than one author's viewpoint. Every day some point of the unit was discussed by the class, the teacher introducing it by means of a question. At times there were questions brought up by the group themselves in regard to a statement made by one of their members. However, this discussion did not take the entire period unless it pertained to some vital question upon which the group was confused.

During one observation the question of the Monroe Doctrine was under discussion. There were so many various opinions as to its worth and power that the entire period was devoted to the clearing up of the question. In this period the teacher was the guiding influence, asking dozens of questions that involved only memory and a checking up on the study the

group had made of the question. When the outline had been completed there followed a week or two of thorough discussion. This was conducted according to the question-and-answer method, with the pupils free to ask any question that was as yet unsolved to them. There was no socialized recitation as such, though the class was at liberty to carry on a discussion of their own under the supervision of the teacher. One which the writer witnessed was on the relative advanatages of the congressional plan of reconstruction and the President's plan. It grew out of an oral report that had been assigned one of the group. The pupil had taken both plans and then attempted to prove that the congressional plan was the better. She had talked for ten minutes, and the rest of the period was a series of heated arguments by the group. Each girl was quoting authorities and trying to prove why her opinion was the logical answer to the problem.

When all of these difficulties had been settled, an examination was given on the topics that had been studied. The questions were about evenly distributed-half memory and half thought. When the whole unit political or social or industrial was completed, a generalization was made and a test given. When this was completed the subject was dropped and the second large unit begun.

School H

School H has been in existence for sixteen years. At present there are 500 girls enrolled. The senior class consists of 115 pupils, divided into four groups of about 30 each. All of these girls take American history, irrespective of their chosen field. Academic, commercial, and household arts departments are open to all the girls. Because the administrative body believes it necessary to make good citizens and good social groups, it is required of all girls - even those who are registered in the three-year business course - to study American history.

A method that is called the unit method is used in this school. Purcell is the text that is used by the entire group. When a certain new assignment is to be made, the teacher talks from the outline in the text. An explanation of the period to be studied is given and a linkage with what has gone before is made. There is no class discussion and the material can usually be taken care of in one period. The class begins working on the outline as found in the text. Each individual elaborates it as she sees fit. The teacher is accessible for private questioning, but there is no class discussion until all of the class have finished the outline. A short test is given at the end of two or three weeks - depending upon the importance of the subject matter. The instructor said that usually after the first test the group was ready for class discussion.

The discussion period was a question-and-answer reci-

tation. The teacher questioned the group extensively on the material covered. At times an individual was allowed to use her outline to talk from, but the questioning was done entirely by the teacher. The questions were nearly all memory. Once in a while there was a question that called for reasoning, but on the whole they were factual questions. The pupils were not expected to answer the questions from any outside reference that might have been used. That was kept for another type of recitation after the text material was finished.

Every unit had to be supplemented by a paper of some kind - a character study, a travelogue, a plan of attack, or an account of the development of a certain part of the country. In this work references and orginiality counted. After the work had been checked by the teacher, two of those who had done the best work gave a talk or explanation of their particular paper. The class was called on to discuss these talks freely. During one of the observations, the writer heard a discussion of the Kansas-Nebraska Bill from the standpoint of the people themselves and from the standpoint of the outsiders. References were used quite frequently to prove one's point, and when the period ended the discussion had almost reached the status of a debate.

The examination questions were of the essay type entirely. Most of them involved a discussion of the facts learned in the study of the unit. One question the writer saw involved a comparison of two authors' viewpoints on one subject. In this way the teacher was checking on the outside reference work

that was being done in connection with the material studied.

School I

This school has been instructing girls in the duties of a good citizen by means of American history for twenty-four years. There are 350 enrolled in the school at present, with 36 in the third year taking American history. The majority of girls attending this school are from rich homes and have many distractions outside the school. The commercial field is open to girls interested in a business career, and the academic department is a means of preparation for college and normal s school.

The instructor, a sister of a religious order, does not believe that any one method would take care of the pupils in her group. As a sort of a basis she uses the Morrisonean unit plan with Elson as a standard text. In presenting new material the teacher takes two or three days to explain the material and introduce the procedure she is going to use. At this time anyone in the class may ask any questions on points which she does not understand. Occasionally the teacher questions the group orally to find out just how much previous knowledge they have of the subject. As soon as she thinks the girls have a fairly good grasp on the subject, she dictates five or six main topics and lets them work on them by filling them in to any extent they find necessary in order to have a good knowledge of the subject. The pupils must use other references and these references must be cited. During the supervised-study periods, which are limited to two days a week, only

private help and discussions can go on. There is no general discussion in the class. The girls may use this period to work in the library or they may work on their material in the classroom. There are usually four topics assigned for each unit, and one period a week is devoted to the talks and discussion the class may have on these talks. During one period which the writer observed, a girl talked fifteen minutes on the Lincoln-Douglass debates. She never referred to her notes and she kept her points connected. After she had finished, the class seemed to have taken sides and a heated discussion followed as to the content and worth of the debates. The teacher was there to hold the group in check, but she did not interfere with their points until the period was drawing to a close, when she called on one of the group to summarize the discussion.

The class recitation period, which occupied two days each week, included any laws of the Constitution that might be involved in the history lesson. All the recitation period was conducted under the question-and-answer method. The questions called for memory of facts in most cases. Once in a while there was a reference made to something that had gone before and a linking-up called for. The examination questions were three-fourths essay type and one-fourth true-false type. Most of these were memory questions and covered all phases of the unit. There was no particular subject stressed, such as leaders of the government or the life of the people. All questions that might arise in a general unit in American history were touched

on.

School J

School J is thirty years old. For as may years the sisters have been teaching girls the essentials of good citizenship. The school is situated in the heart of a Polish district in Chicago. There are 265 girls enrolled in the school and most of these are of Polish descent. They are children who come from homes of moderate or poor means. Thirty-six girls are in the graduating class this year and all of them are taking American history. Both the academic and commercial departments have a large numder of girls enrolled. Home economis is offered as an elective.

This school is the only one the writer found to be following to a letter the theory of a method. The instructor, a sister, followed Morrison's unit plan precisely. The school has a very elaborate library and the facilities to carry out all the suggestions made by him. Each girl is equipped with Purcell's textbook on American history for her own use. At the beginning of a new unit the teacher spends one day in questioning the group on their previous knowledge of the work to be taken up. Then follows a day or two of lectures by the teacher introducing the subject. When she has finished with the presentation period, a short test is again given - this time orally, to find out how much difficulty has been cleared. If there are any more questions unanswered she lectures again with these points in view. Another short test is given and in most cases after this the group is ready to begin actual work on the unit.

The teacher then distributes mimeographed sheets with the minimum essentials and a study directory. An outline that must be filled in is found on this sheet, and the girls begin using references, answering the questions contained on their study sheet. They are allowed freedom during the study period, with access to the books on reserve in the history room and in the library. During this period the teacher visits the individual working at her desk and attempts to answer any difficulties that arise. After approximately four weeks, when the teacher believes the majority of the class has finished, a short test is given to determine in how far the group has mastered the unit. Those who have not fully established the facts in their own mind begin again to study the outline. Those who have learned the work are allowed to do some extra assignment made by the teacher with reference to the pupil's individual interests. This is usually in the form of an organized paper on some outstanding person in the period being studied. In connection with this assimilation of the material each girl is required to make a thorough study of some subject within the unit.

When everyone has mastered the material fairly well, the organization takes place. On the day that the teacher and pupils are ready to organize, the pupils are required to write an outline without notes covering the entire unit. Then, using this outline as a basis, she is required to write a clear, logical narration of the unit. The instructor said that in most cases after the second time they are able to go on with the rec-

itation. This part of the unit is taken care of by the group themselves under the socialized-recitation method. One girl was appointed to take charge of the topics to be discussed by the group and to direct the recitation. There was no formal organization - that is, by means of committees, the girls were merely allowed freedom of discussion of the various topics of the unit. The writer observed a discussion of the World War. The girls who gave in topical form a report on the remote and immediate causes of the war evoked a heated discussion as to the relative importance of each cause. After the answers had been given the chairman called for a summary of these causes before the next topic was taken up. The teacher played no part in the discussion at all.

The second observation was an assimilation period of the unit on Recent World Politics. A paper that had been organized as supplementary work by one of the girls was read to the group and a short discussion or comment was called for. It was a study of the life and political work of the late Warren Harding. This only took fifteen minutes, and then the girls went back to their work. During this period the teacher was not in the room. The paper had been approved by her, so that she went into the library to be of assistance to any girls who found it necessary to go there to work. The girls went ahead with the work without any disturbance. Even the writer's presence and her examination of their work did not disturb them.

An examination of tests revealed that practically all

the new-type tests were used, involving memorization of facts, thought, and reasoning. The questions for the final achievement test of the unit were about evenly distributed between thought and memory questions. Rules of social life as well as political life were stressed. The instructor volunteered the information that after each unit is finished the girls are reminded that they have not finished the work forever. Each unit is linked with the succeeding. When the semester examinations approach, a short review is made of all the units. The girls are responsible then for the linking-up of all the units.

School K

This school has been in existence for four years. It is made up largely of girls who come from the very poor foreign homes. There are 153 enrolled in the school and 102 are boarders. Girls of German and Bohemian descent predominate in the school. These girls usually come with the intention of preparing for the religious life. However, the school is not a novitiate. There is the intention of educating the girls for citizenship in the United States and for rounding out the girl for good living either in the world or in the convent. Twelve religious teachers instruct these pupils in the commercial or academic field. All girls in the senior class, eighteen in number, are required to take American history.

This is taught by means of the question-and-answer recitation on the textbook. The group use Muzzey as their text, and a workbook to cover less important details. At the end of the period the teacher dictates a general outline covering the important things within the pages assigned for the next day. The recitation on the text is very systematic. The teacher asks a question and each girl in her turn answers. All the questions asked are on the facts of the assigned lesson. There is no class discussion on any question. If the first girl fails to answer, the second one stands and answers, or says, "I do not know" without being called on by the teacher. During one observation a girl's name was not called once for the recitation. When all the pages have been covered the instructor sum-

marizes the recitation topic and orders the work books opened. In the same order as the textbook recitation the girls read the sentences that were to have been completed. These were gone through very rapidly to allow time for the outline to be dictated. The only interruption that took place was, when one girl in her turn failed to give the correct answer, the teacher called on someone else in the room. However, the next sentence went to the second girl in order.

Occasionally instead of using the workbook an oral report is given by one of the group members. In preparing her talk she used references and quoted quite freely from these. The talk took about five minutes and then the teacher questioned her on her viewpoint. Once in awhile someone in the group challenged the speaker as to her reasons for certain statements observed. One girl questioned the authority for saying the South started the Civil War. When the speaker failed to quote any reference she was asked to give her own reasons for making that statement. She attempted to explain her viewpoint, but before she could convince her listeners the period ended. The teacher called for a reference or two-minute talk the next day at the beginning of class to clear up the discussion.

An examination of the test papers brought out the fact that essay-type questions were asked on the material contained in the various outlines given from day to day. No new-type questions were asked in the test the writer reviewed. Facts were the things that were stressed. In only one case was

reason called for. No reference was made to outside reading in the examination questions.

School L

For thirty-six years School L has been educating the girls of the West Side. It has enrolled 550 rich girls and poor girls, as well as girls from families in moderate circumstances. The majority within the school are from this latter group. The school maintains commercial and academic departments. Household arts such as sewing and cookery are in the curriculum and may be taken as electives. No special department has been established as yet for domestic science. There are two lay teachers on the staff, the dramatic art teacher and the gymnasium teacher. The fourth year consists of sixty girls, all of whom take American history. The class is divided into two groups and the same instructor is teaching both groups. The writer visited the same group twice rather than visit each group once, because she believed the follow-up would be more exact.

The recitation in the class was purely of the question-and-answer type on the textbook - Forman's Advanced American History. The teacher explained that she used only the class recitation with an occasional lecture and oral report. She believed that as American citizens there were certain facts which should be known and these she tried to give the pupils by means of this textbook. At the beginning of class the assignment is made of a certain number of pages to be studied. Then the recitation begins on the work that had been assigned the previous day. One girl was called on to give a short summary of the work being undertaken and the day's work began.

Each girl was represented by a card in the hand of the teacher. The cards are shuffled at the beginning of each class and as the cards come the girl is called on to answer the factual questions of the teacher. In each case the question was asked first and then the girl called on. If she was not paying attention to the question or could not answer it, anyone in the class who could stood up and the instructor called on someone of those standing for the answer. This went on through the entire recitation period. During this procedure anyone was at liberty to put a question to the teacher. If the answer warranted some time the instructor gave an explanation of it. In one case the question arose why foreign countries accepted the Monroe Doctrine, since it was no law of the United States. In this instance the teacher explained the Monroe Doctrine and attempted to draw out answers from the members of the group that would solve this question. In this way thought questions were introduced.

During the second observation a class discussion was under way as to the causes of America's entry into the World War. The previous day one member of the group had talked on the immediate causes of the War and then had touched on why the United States became involved in it. Some of the members disagreed with the reasons that had been cited and began questioning the speaker. The writer was present on the second day of this discussion. The group had taken sides as to the causes, and they were getting into the question as to whether or not

the American government should have gone in to it. The teacher called them back by reminding them of the question in hand. They were allowed freedom of expression if they could back up their opinions with reasons. If reasons were omitted the opinion was not valued. Some of the discussion became so heated that the teacher called for a minute of silence before the question was resumed. It was not definitely settled at the second discussion period.

The examination questions revealed that knowledge of the important facts of United States history was expected. About three-fourths of the questions involved memory; the other one-fourth called for thought. Two sets were examined by the writer, one a weekly test that consisted of new-type questions, true-false and completion on facts taken during the week; the other, a quarterly test consisting of essay-type questions and identifications.

School M

School M is one of the oldest girls schools in Chicago. It has been offering education to the girls of Chicago for forty-four years. At present it has 940 girls enrolled either in the commercial, academic, or household arts departments. The fourth year this year consists of four groups of thirty girls each. All the graduating class are required to take American history. This year history was taught the first semester and civics the second semester. Consequently, only one visit was made to this school by the writer. In this school system there are thirty-six religious teachers and four lay teachers, who include the domestic science teacher and the dramatic art, music, and art teachers. There are girls representing every class and nationality enrolled here.

No set method is used by the American history teacher. She said she used a little of the topical, supervised-study, and socialized-recitation methods in connection with the textbook used by the group. Muzzey was the standard text used, but there were about six or seven various authors available for reference work. The teacher attempted at the outset of new work to explain briefly the connecting links between the main facts. Assignments were made at the opening of class and each girl was accountable for her outline at the end of the term. By using various references her notebook and outline would become elaborate and topics might be developed readily for class reports. The recitation consisted of questions proposed by the

teacher and answered by the pupil. The questions varied - sometimes they required a topical recitation and other times they called for a very few words. Anyone in the class was allowed to interrupt to ask a question or to add something to the answer. When the material had been covered in the text a generalization was undertaken by the entire group. Under the guidance of the teacher an outline was made linking all the individual points to the main subject. Each girl's individual outline played a part in the construction of the final outline. The final examination grew out of these outlines.

The test questions revealed the same type of questions asked during the daily recitation. Questions involving facts within the text were used almost entirely. In the questions the writer observed there was one essay-type question that called for thought. The rest implied facts-that could be memorized, such as dates, and leaders in government and their policies.

School N

This school is a relatively new girls' school, being in existence but three years. There are 175 girls in the school from every class and nationality. This year American history is being taught to the third- and fourth-year pupils. The academic and commercial fields are open to everyone within the school. There is a course in sewing and a course in cookery, which may be taken as electives. At present there is no household arts department in the curriculum. The only lay teachers on the faculty are the dramatic art teacher, the gymnasium teacher, and the sewing and cookery teacher. Eight religious sisters look after the education of these girls.

The sister who teaches American history is attempting to make good citizens and good girls for the community to which they belong. In order to obtain this she used several different types of methods. The material was organized on the unit plan into six sections: Colonization Period, Revolutionary Period, Organization of Democracy, Disunion, Reconstruction, Twentieth Century Progress. These were not followed, however, according to Morrison's plan. The girls worked on a general outline that was given them by the teacher. Whenever a question came up that they could not answer or that called for stressing, a class discussion was introduced. After this some phase of the subject was assigned one of the group to develop into a floor talk. There was no socialized recitation as such, but the group was allowed to be free in their discussions of topics.

When the outline of the subject matter was finished, recitation took place. When a girl was called on she gave a resume of the topic called for. After she had finished, the teacher found numerous questions to ask her or any of the group. Other books than their text, Purcell, were expected to be read in connection with the unit. Some of the questions involved reasoning, but most of them were a filling-in of the facts of the outline. The recitation, which the writer observed, concerned the organization of the new country. The facts governing certain laws being introduced were discussed, and then a comparison with how the same law is working now brought out the element of thought. Maps were developed and then turned in at the close of each unit.

The sedond observation was during a class discussion period concerning the Civil War. Two girls had given their respective reasons for considering Grant or Lee the better general. The class was divided almost evenly as to the relative merits that would make each man stand out. The teacher did not enter into the discussion at all. It was unnecessary to check the girls at any time. Each awaited her turn to give her opinions and reasons. The entire period was taken up with free discussion of these two men. Just before the period was drawing to a close, the instructor called on one girl to summarize the discussion. She listed two points on either side then said that she had been neutral and that she believed the only way of distinguishing between the two was by the point of view taken - a

Southerner would endorse the one, a Northerner the other. She summarized it all by saying she believed each was great in his own cause.

The writer failed to see a final examination paper in this group, but she did review a test paper for one of the units. Unfortunately it was not for either of the units which she observed. However, the questions asked were of the essay type, involving an elaboration of some facts learned from the unit. A report of some outside reference work was also called for. The majority of the questions were purely memory, involving only facts obtainable in the text. However, there were not more than three in the twelve groups of questions asked.

School O

For thirty-one years School O has been educating girls of the southwest side. At present there are 800 enrolled in the school and 125 in the senior class. They are girls of the average type. Some are extremely poor, others are very rich. There are girls of foreign extraction and girls of American descent. Everyone has equal opportunity to prepare herself for life. The academic field offers courses in language - English, Latin, Spanish, French and Italian; Science - general science, biology, chemistry, and physics; history - ancient, medieval, modern, and American; mathematics - algebra and geometry. The commercial department provides shorthand, typewriting, and bookkeeping for those girls interested in a business course. There is a domestic science department, an art department and a dramatic art department, offering courses which the girls may choose as electives.

The American history class in this school was conducted for the purpose of training citizens through a thorough knowledge of the country's history and government. At the beginning of a particular section each girl chose a character she was interested in and adopted his name for roll call. Some time during the study of that period she reported on his life. The teacher did not follow any particular method in teaching. She outlined the new material to be covered and explained by means of the lecture how it was to be studied. Wilson's American History was used as a background, but outside references played

a large part in the formation of the outline and recitation. There were one hundred books on file in the history room, so that the girls could work on any problem as it came up. Maps and historical pictures were distributed about the room and the pupils were allowed freedom within the classroom so that they could make use of these sources.

The recitation period consisted of question and answer on the outline of the work. Some of the questions were completion questions, others were of the essay type. There was a freedom of expression in this group, but there was no formal socialized recitation at any time. Each girl felt free to express herself at any time, but there was no disorder in the group. The teacher was present as one of the group to guide the recitation along the right channels. This recitation period was occasionally interspersed with an oral report. During one observation the writer witnessed reports on the Revolutionary War. One girl gave the causes in an interesting talk; another, the important battles; a third, the results. These did not take more than five minutes each, and then the class added points where it was thought necessary or questioned the authorities cited in the individual report.

The second observation was made during a study of the Texas question. The entire question of Texas had been outlined by the teacher, and the girls by means of numerous references were reciting on the main events up to the time of the Mexican War. The teacher reviewed the previous lesson by means of com-

pletion questions and then called for topical recitation on the day's lesson. Her examination questions followed the everyday style of questioning. There were a few memory questions to bring out dates and names, but the majority were thought questions. The girls were expected to be able to reason out the various happenings they were studying.

School P

School P is concerned with educating negro boys and girls for good citizenship. There are sixty-five pupils enrolled in the school and ten in the senior class. Four sisters teach the academic and commercial subjects to these pupils. The majority of children in this school are interested in a business career, so that shorthand, typewriting, and bookkeeping claim more students than any of the other courses. However, American history was required of all the pupils who were to finish high school.

The teacher tried to bring out citizenship by means of a good knowledge of the history of our country. The textbook, Muzzey, was used almost entirely. Occasionally there was an assignment made in an outside reference book to elaborate on some particular event. There were very few books available in the library, so that the pupils had to get material from the Public Library. The teacher explained that this was unsatisfactory, so she discussed most of the difficult and confusing problems that arose herself. After introducing a new chapter in the text, the teacher dictated a short outline for the pupils to follow in their study. The text was followed precisely in the formation of the outline. During the recitation period the pupil was allowed to begin by using the outline and give in topic form the particular event for which he was called. When the pupil had exhausted the material he knew, the teacher questioned him. The answers brought out personal attitudes toward

the subject being studied. During one observation the slavery question was under discussion and the Negro point of niew was naturally paramount. An oral report on Lincoln was given the same day and the questions that were asked by the group showed that they were particularly interested in the subject. There were opinions expressed about Lincoln's attitude toward slavery and speculations made as to what he might have done to please everybody.

A second observation was made during the study of Cleveland's administration. The group was questioned intensely on the tariff and labor questions. The teacher drew out first of all the memory work that had been done on the subject and then tried to develop thought and reason by calling for interpretations and applications of these questions to present-day situations. During this particular lesson the teacher assigned some outside reading on the Interstate Commerce Commission to be taken up in connection with the next day's work. Most of the examination questions were factual and called for memory only. However, there were at least two thought questions included in the examination.

School Q

This school has been in existence for twenty-five years. At present there are 325 girls enrolled, with 48 in the senior class. They are of the average type--some rich and some poor, some of foreign extraction and others of American descent. The academic field, including language, (English, Latin, Spanish and French), history (ancient, modern, and american), and science (general science, chemistry and physics), mathematics (algebra and geometry), and the commercial department, including typewriting, shorthand, and bookkeeping, offer advantages for the development of good citizens.

American history, taught by a lay teacher, is required of all girls, irrespective of their chosen field. The topical method is used almost entirely. The text, Wilson, is used as a background for the outline made by the teacher. The pupils by means of a few references available in the school library elaborate upon this outline and recite in topic form. After each report there is a thorough questioning by the teacher. If the girl who has reported cannot answer all questions, her classmates are called on to assist in the work. Any girl in the class was at liberty to question the speaker on any phase of her report, but she had to get permission from the teacher to ask the first speaker. When the outline was completed by a series of topical reports, the teacher began questioning on the material as a whole. The questions involved thought as well as memory. However, the memory questions were by far the more numer-

ons.

During one observation the teacher introduced the Mexican question, and there was a lengthy discussion at the close of the lecture about the justice of America's action. The subject had not been outlined or studied, and the opinions were personal in every case. There was more freedom during this observation than the second, which treated of America's part in the World War. The topics were given in their logical order and there was very little discussion on the part of the class. All of the questions were put to the group by the teacher; there was no spontaneous work on the part of the pupils. The topics were given very well, however. None of the group reporting used her notes, and she seemed very sure of her subject matter. There was an attitude of confidence within the class that the subject matter was being treated well. The examination questions were evenly divided between those requiring mere memory and those requiring thought. There was a series of new-type test questions used - true-false, completion, and matching - as well as the essay type. The girls were expected to arrive at generalizations from the facts learned and to apply certain facts to present-day situations. In this way the teacher hoped to check up on practical knowledge obtained from the course.

The writer's reactions to these various methods will be dealt with in the succeeding chapter. With these reactions in mind an attempt will be made to determine the value of the methods in use in the American history classes in the Catholic

girls' high schools in Chicago.

CHAPTER VI

Conclusions of the Study

The method used by School A seemed to stress more the systematic arrangement of material and a thorough knowledge of historical facts than citizenship. Of course, the study of the leaders of our country afforded a knowledge of leadership and the necessity of followership. However, there was no actual participation to develop leaders. The content of history provided a knowledge of the conditions in the country and in this way did prepare the girl for an understanding of the life she is to enter at the close of her high school career. It is necessary that people know two sides of a question in order to arrive at a logical conclusion, this method of stressing other authors than their text appeared to bring out this, and to teach the pupil that because a statement appears in printed form is no guarantee of its authority.

In the group in School B, the pupils had a thorough understanding of the fundamentals of government. They had an air of confidence in themselves and their classmates. Each girl that was called on for topical discussion of a subject acted as though she felt that she was giving something worth while to the group. Because reference work was used so extensively, the writer believes that the girls acquired a series of historical facts based on good judgment. Stressing the fact

that authors differed on the same subject provided intellectual enlightenment and appeared to show the girls the necessity of getting to the bottom of things before forming an opinion or stating a thing as a fact.

The girls in School C appeared to have developed a good deal of initiative. Because problems were assigned so frequently, each girl was kept busy developing new ideas. Because of the thorough study of the individual leaders in the United States, the writer believes the pupils were given a fundamental knowledge of the necessity of good men for the development of the government. The method appeared to interpret American history in terms of citizenship. However, one thing the writer failed to find in the observations was the connecting up by the pupils of the different periods of history. At the close of the units there seemed to be a breaking off from all other units. Evidently the pupils were called on to connect the various periods as they saw fit, after the lecture introducing the new work.

The attitude of the girls in School D seemed to be that of personal interest in national affairs, with an eye to leaders and support of them. There was a decided carry-over from the civics to the American history and vice versa. The girls appear to have well-organized minds in determining the most important points to be stressed. The socialized recitation provided for the establishment of leaders and the support of leaders. In this group each individual was well aware of the

part she played in the national and social life of her country.

In School E there was no well-organized plan to enable the pupils to know what was expected of them. Listening to a question and a formal answer of it for forty-five minutes was most tiresome. The group appeared listless, and in the majority of cases unsatisfactory answers were given. The instructor said that she felt the way to make good citizens was by giving the girls a knowledge of the workings of government. The American history and civics texts were accepted as containing the important events. The attitude of the pupils was not one of wholehearted interest. The facts that were learned appeared to be merely facts as such - there was no carry-over to the next event. Both times the writer observed this group the bell had rung before the assignment had been given. Consequently, only those who were ambitious enough to pay attention and get the next day's work new what was expected. Even those were not given a thorough understanding of the required assignment, because the teacher did not have time to explain any of the facts or questions that might arise from the assignment.

The method used in teaching American history in School F provided for the training of pupils for citizenship and for developing a taste for historical literature. By establishing a chairman to direct the group in their topical recitations, the teacher assisted the girls to grow in self-direction and self-government. They understood that one of their own was capable of organizing material and of directing the group. They fol-

lowed this direction very well and discussed freely any problem she brought up. Because topical recitations were taken, the girls were required to go further than their text, Purcell. This provided for one of the aims of the teacher - a consideration of history as literature. They were left to select their own references, and because of this they were critical in their reading in order to obtain the best results.

In School G the teacher was striving for three distinct things: citizenship and social life, right principles, and correct conduct. By providing for free discussion by the group with several texts as references, she gave the girls a thorough insight into the organization of our government and a freedom of expression. The teacher, by directing the discussions during the recitation period, strove to keep the girls from becoming too free. Yet she allowed them in turn the expression of their viewpoints. The fact that they had so many texts at their disposal provided for an insight into various authorities, thus bringing out the value of critical reading. A knowledge of the most important events in the history of our country developed an understanding of good citizenship.

By means of freedom in organization of facts, the girls in School H were afforded an intellectual enlightenment on the events of American history. Because they were required to work out their own outline of some event, they met, by means of references, elaborations of facts that would have been missed under the textbook method. However, because they were given so much

freedom in organization, more freedom should have been given in discussion. The question-and-answer method used by the teacher could not bring out the various facts that the individual found. Occasionally a pupil was allowed to elaborate on her outline, but it was not taken in a topical recitation form to provide for a general discussion. The teacher's outline was the one that afforded the recitation topics.

School I attempted to bring out an understanding of the various conditions affecting American citizenship by means of references in connection with the text. During the recitation period questions pertaining to the Constitution that arose in the history lesson were settled by means of references to works on American government. By calling attention to the changes that are taking place in history the teacher gave the girls an insight into the qualities demanded of good citizens. A thorough study of historical facts by means of references developed in the pupils a balanced judgment. They were able, in their recitations, to give two sides to a question and their reasons for believing or interpreting the thing the way in which they did.

The method used in School J was a complete adherence to the unit plan introduced at the University of Chicago High School. This method, as developed in this girls' school, appeared to provide for the three general needs of the high-school pupil. By interpretation of various references an honest judgment was reached. The good deeds that were accomplished

by great characters provided a stimulation for good work. In the discussion each girl was fair to the other even when her opinoin differed from that of the speaker. There was a tendency to go further in the reading of historical works, as evidenced by the fact that all supplementary writings were developed by means of several outside references.

School K stressed historical facts from the standpoint of the textbook. There was no social feeling in this group. A systematic question-and-answer method was used. The girls were not called on; they answered in turn. They did not attempt to question any fact, and accepted the text as an authority. The writer does not believe that a thorough knowledge of citizenship can be developed through this method. There was no practical application of the facts learned. The method appeared to be an ordeal to the group. It was too mechanical to develop any lasting quality in the pupil.

By stressing the historical facts of the American government, the teacher of School L was attempting to develop citizens. In order to develop honest judgment on the part of the girls, the teacher stressed occasionally the class discussion of some topic. However, the recitation period was purely a question-and-answer review of facts. By stressing their value from time to time the pupils never lost sight of their importance for the development of a good country. The teacher brought out in the questions the changes that took place. In this way she stressed the necessity of the intelligent adoption

of changes within the country.

A little of several methods was used by the teacher of American history in School M. By allowing topical discussion under the supervision she gave the girls a feeling of authority, The freedom of questioning that was allowed during the recitation period kept the pupils' minds alert and active. There was a community spirit within this group, developed perhaps by the fact that each girl offered something in the assimilation of historical facts.

The group in School N had a knowledge of historical facts to form a background for the duties of a citizen. Each event was stressed by the teacher as having an effect on the conduct of the individuals within the country. An understanding of changing conditions was developed by reference to previous events. The freedom of opinoin that was allowed in the class discussion established a social feeling. Each girl seemed to realize that she could offer something of importance to the discussion, and when it was her turn, or she felt that her reason fitted in with one theory or another, she put forth a good effort to explain it. The writer believes that the girls in this group not only have a sotre of facts, but have an understanding of their application to everyday life.

In School O there was a pronounced social feeling developed. Each girl realized she was one that could offer something to the group. Because she was familiar with more than one text, the girl had a critical attitude toward reading. She was able

to cite two or three references which contradicted a statement made by Wilson or some other writer. The feeling that everything that the government did was right was not stressed in this group. The girls had an insight into the workings of the government and they expressed their opinions of the good and bad feelings of the statesmen. There was enthusiasm for reading in this group, evidenced by the fact that a check-up was made on the teacher's statements. In one instance a girl offered the information obtained from three books, that the star in the flag of Texas had five points - one for each letter in Texas - rather than six points, as the teacher had previously stated.

By means of a textbook the pupils in School P obtained a knowledge of the country in which they live. They understood the laws of their legislators, but they were not given much opportunity to put their knowledge to practical use. They were aware that they were living in a democracy, but they did not seem to be satisfied with the working of the government. Because they were so closely restricted to one book for material they failed to realize that there were other opinions on the subject. There was a freedom of expression in the group, but no reference was made to other than the text to substantiate the opinions expressed.

The topical method, as used in School Q, developed an attitude of self-confidence. Each girl realized her responsibility. She obtained a systematic knowledge of the history of America. However, there was no critical attitude evident.

Perhaps this was due to the lack of sufficient reference material. The teacher hoped to develop good citizens through a knowledge of the workings of the government. The writer did not observe any practical use made of the historical facts. However, the self-confidence developed in the girls through oral reports may contribute to developing good members in the social group to which the girls belong.

In general, the writer found the following methods existing in the Catholic girls' high schools in Chicago:

1. Irrespective of any other method in use, the recitation was used in all the schools visited to give the pupils an opportunity to express themselves on the subject matter. In three schools the recitation was directed to the teacher with no thought of the group to which the individual belonged. In these schools the recitation was nothing more than formal question and answer on the material learned. In one school, if the girl's impression was wrong, another was called on to recite and no other attempt was made to correct the erroneous opinion. It was rather accepted as an unprepared lesson. Six teachers attempted to give the pupils, through the recitation, an opportunity to add information acquired through collateral reading. By the questions asked, the girls were able to organize historical facts from data found outside their own text. The majority of the teachers called for a summary of the previous work. Some reviewed by means of drill questions, and others called for discussion by some members of the group. The type

of questions asked varied in all of the schools according to the subject matter under discussion. In most of the schools there was freedom of discussion by the group. One teacher adhered to the old mechanical recitation of question and answer, and in this group there was a strained feeling existing. The formal plan of the socialized recitation was used by only one teacher. Fourteen instructors attempted to give the girls a feeling of freedom by becoming one of them and allowing them the right to express themselves openly.

2. The formal textbook method was used by seven schools. All of the schools had a text as a foundation for the material to be presented. It was used as an outline by the majority of the schools and provided a uniform discussion during the recitation periods. The pupils had a background to work on in the preparation of subject matter. However, these schools that used the text as final authority, failed to produce a critical attitude in the pupils. The accepted as true any statement made in the text because they had not become acquainted with other writers. Their class period was a daily recitation and answer on the lesson assigned in the text. Some of these required the discussion to be in topic form, but the material was all taken from the textbook.

3. The topical method was used in connection with some other method in six schools. In one school all the recitation was in topic form. In most cases it was used to supplement the work done by the entire class. The pupils in these

schools were taught the use of other books. By studying the various viewpoints brought out in collateral reading, the girl obtained a clearer understanding of the subject matter. When the girl realized the worth of material to be found in other books, an interest in going further into books was aroused. The fact that the girl was called on to report her findings helped her organize the various materials collected. It was necessary to develop the topics in their logical order and show their relationship to the subject matter under consideration. This called for initiative on the part of the pupil. In the one school where the entire recitation was in topical form, each girl had a feeling of being a part of a large group. She realized her responsibility in giving as much as possible during her report. Self-confidence was developed in the girls by requiring them to discuss questions before the group. When the teacher eliminated the class recitation, as such, she did away with an opportunity of determining the weak points in the pupil's knowledge of the subject matter as a whole. She was dependent upon her written tests for knowing just how much each pupil understood.

4. The mastery technique, or the unit method as suggested by Morrison, was found existing in seven schools. Six of these teachers changed the procedure as they thought best, and adopted it to the individuals themselves. One teacher followed the theory of this method to the letter. In all cases, however, the pupils were put on their own. The teacher, by or-

ganizing the unit into a whole, gave them something to work with. They became acquainted with various authors when they began developing the outline. After they had become acquainted with the outline, the class recitation developed the subject matter in topical form. This part of the method varied in time and manner according to the needs of the particular group. When the teacher wanted a review of dates or important names, short drill questions were asked; when the subject needed developing as a whole, a floor talke was called for. The girls in these schools were developing a sense of responsibility and initiative. Each outline was developed as she saw best. However, there was a check-up by the teacher, and each girl realized in how far she had succeeded before her unit was completed. In one school the girls were required to organize their own outlines. In this way all of the material on the subject was her own. Each girl was responsible for her own material, and she realized she was free to organize her own subject matter.

By means of these methods used in the Catholic girls' high schools in Chicago, certain objectives were realized in the American history classes.

1. Each school that was teaching American history was stressing citizenship through the subject matter. The girls were made to understand, by means of the subject matter, that their duty was to become good citizens of the United States. By insisting on a thorough knowledge of the United States and its government, the necessity of aid from each in-

dividual for its maintenance was brought out.

2. Because of the fact that the subject matter included a knowledge of community life and domestic conditions throughout the United States, the girls became acquainted with the social order to which they belonged. The teachers in all the schools realized the necessity of educating the pupils for their lives as members of this social group. Hence leadership, and intelligent support of leaders, was stressed. The way in which the classes were directed offered an opportunity, in some schools, for developing leaders.

3. Nine schools trained the girl to use the knowledge she obtained through the study of American history. The girls in these schools were taught to apply the facts learned to present conditions, and to interpret various actions by means of the knowledge obtained.

4. By stressing collateral reading, seven schools were developing balanced judgment and intelligent understanding persons. One author's viewpoint was not accepted, so that the girls developed intellectual honesty by reading several writers' comments on one subject. In this way history was appreciated as literature. The girls realized that history was more than a statement of facts - there were interesting details to be found. This method developed in the girls an interest in historical reading.

5. Four schools attempted to train pupils in a critical analysis as to the worth of historical characters. The virtues

of the leaders were pointed out and their errors were explained. In these schools there was a decided stimulus for moral action provided by the American history classes.

The study of the methods employed in teaching American history in the Catholic girls' high schools in Chicago revealed the fact that the teachers understood the theory of the various methods of teaching history. However, the instructors realized that there are no two individuals alike, and varied their methods accordingly. Whether or not the textbook, topical, source, unit, problem or various forms of the recitation method was used, all the teachers found it necessary to employ the question-and-answer technique. In the majority of schools a combination of several methods was found to be in use. The instructors realized that the high school pupil had certain social, aesthetic, and ethical needs to be developed. Through the presentation of the subject matter, they attempted to provide for them.

CHAPTER VII

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The thesis "A Study of the Methods of Teaching American History in the Catholic Girls High Schools in Chicago," written by Agnes Marie Lennon, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements of the degree conferred.

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Austin G. Schmidt, S. J.	May, 1931